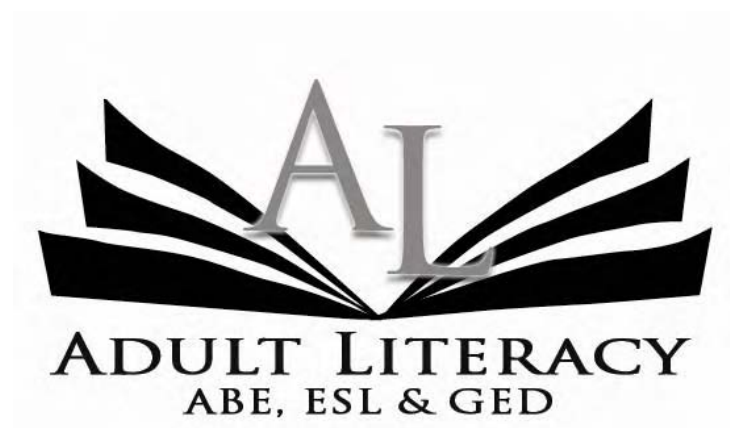


IOWA'S COMMUNITY COLLEGE ADULT LITERACY ANNUAL REPORT



Program Year 2007

July 1, 2006 – June 30, 2007

Iowa Department of Education

State of Iowa
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Des Moines, Iowa 50319-0146

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Table of Contents

Sections: Benchmark Report, Basic Skills Credential Report, GED Report, Executive Summary

INTRODUCTION AND BACKGROUND	1-2
ACCOUNTABILITY MEASURES	2
OVERVIEW OF THE NATIONAL REPORTING SYSTEM.....	3
NRS Goals	3
NRS Measures	3
Core Outcome Measures	3
IOWA'S ADULT LITERACY PROGRAM CONTINUOUS IMPROVEMENT BENCHMARK MODEL	6
IOWA'S ADULT LITERACY PROGRAM ELECTRONIC REPORTING SYSTEM	7
Section I- BENCHMARK REPORT	
Iowa's Adult Literacy Program Benchmarks	9
Iowa's State Adult Literacy Benchmark	9
<i>Background</i>	9
<i>Benchmark Goal</i>	9
<i>Benchmark Strategy</i>	9
Overview of State Level Results	10
Summary of Iowa's Adult Literacy Program Benchmark Results	14
State Benchmarks	15
Educational Gain Benchmarks	21
<i>Adult Basic Education and Adult Secondary Education Benchmarks</i>	22
<i>English-as-a-Second Language Benchmarks</i>	28
Core Follow-up Measures Benchmarks	35
<i>Data Matching Methodologies</i>	35
Core Follow-up Measure Results	36
BENCHMARK ANALYSIS	41
OBSERVATIONS AND SUMMARY	46
<i>State Benchmarks</i>	46
<i>NRS Mandated Benchmarks</i>	46
<i>Areas Needing Improvement</i>	48
Section II – IOWA'S COMMUNITY COLLEGE GED PROGRAM	
<i>Iowa's Community College GED Program Results</i>	50
Section III – IOWA'S COMMUNITY COLLEGE BASED BASIC SKILLS LITERACY CREDENTIAL PROGRAM	
<i>Introduction and Overview</i>	60
<i>Basic Skills Certification Program</i>	60
<i>Iowa High School Equivalency Diploma</i>	60
<i>Adult High School Diploma Program</i>	60
<i>Traditional High School Diploma</i>	60
<i>Credential Program Results and Statistical Highlights</i>	63
<i>Basic Skills Certification Observations</i>	72

Section IV – LIST OF EXHIBITS, TABLES, AND GRAPHS

EXHIBITS

Exhibit 1 - Goals and Core Indicators of the Adult Education and Family Literacy Act and NRS Core Outcome Measures	4
Exhibit 2 - Relationship Between Instructional Programs and Educational Functioning Levels.....	5
Exhibit 3 – Iowa’s Adult Literacy Program Electronic Reporting System Documents	7
Exhibit 4 – Data Matching Schema for the NRS Follow-up Core Measures	35
Exhibit 5 – Iowa’s GED Program: Total Number of GED Students Tested and Total Number of GED Diplomas Awarded for Program Years 1960 through 2006.	51
Exhibit 6 – Iowa’s GED Program: Annual Percentage Pass Rate from Program Year 1960 Through Program Year 2007	53
Exhibit 7 – Relationship Between Iowa and National Standard Score Means for Five GED Subtests	54
Exhibit 8 – Relationship Between Iowa and the National GED Pass Rates by GED Subtest	55
Exhibit 9 – Student Reported Reasons for GED Testing	56
Exhibit 10 – Total GED Test Volume Percentage Compared to Correctional Facilities Test Volume.....	58
Exhibit 11 – Descriptor Statements for Iowa’s Basic Skills Certification Program by Subject Area and CASAS Level.....	61

TABLES

Table 1 - Pre/Post Assessment Percentage by Instructional Program and Educational Functioning Level	11
Table 2 - Performance Comparison of Iowa’s Adult Literacy Program for Pre/Post Assessment, GED Pass Rate and Percentage Increase In Basic Skills Certificates	12
Table 3 - Percentage Comparison of Iowa’s Adult Literacy Program Performance Measures For NRS Core Indicator #1	13
Table 4 - Percentage Comparison of Iowa’s Adult Literacy Program Performance Measures For NRS Core Indicator #2.....	14
Table 5 - Pre/Post Assessment Percentage by Instructional Program: Adult Basic Education	16
Table 6 - Pre/Post Assessment Percentage by Instructional Program: Adult Secondary Education	17
Table 7 - Pre/Post Assessment Percentage by Instructional Program: English-as-a-Second Language	18
Table 8 - Pre/Post Assessment Percentage by Instructional Program Total Enrollment	19
Table 9 - GED Pass Rate Percentage by Community College District	20
Table 10 - Basic Skills Certificates Issued by Community College District.....	21
Table 11 - Benchmark Comparison for Educational Functioning Level: ABE Beginning Literacy	23

Table 12 - Benchmark Comparison for Educational Functioning Level: ABE Beginning Basic	24
Table 13 – Benchmark Comparison for Educational Functioning Level: ABE Intermediate Low.....	25
Table 14 –Benchmark Comparison for Educational Functioning Level: ABE Intermediate High.....	26
Table 15 – Benchmark Comparison for Educational Functioning Level: ASE Low	27
Table 16 –Benchmark Comparison for Educational Functioning Level: ESL Beginning Literacy	29
Table 17 – Benchmark Comparison for Educational Functioning Level: ESL Low Beginning... ..	30
Table 18 –Benchmark Comparison for Educational Functioning Level: ESL High Beginning.....	31
Table 19 – Benchmark Comparison for Educational Functioning Level: ESL Intermediate Low... ..	32
Table 20 – Benchmark Comparison for Educational Functioning Level: ESL Intermediate High.....	33
Table 21 – Benchmark Comparison for Educational Functioning Level: ESL Advanced.....	34
Table 22 – Iowa’s Results for NRS Core Follow-up Measure “Entered Employment”	37
Table 23 –Iowa’s Results for NRS Core Follow-up Measure “Retained Employment”	38
Table 24 – Iowa’s Results for NRS Core Follow-up Measure “Obtained a GED or Secondary School Diploma”	39
Table 25 – Iowa’s Results for NRS Core Follow-Up Measure “Entered Postsecondary Education or Training”	40
Table 26 – Benchmark Performance Reported by Iowa’s Community College Districts	42
Table 27 – Benchmark Performance Reported by the Number Above Benchmark Level, Number Below Benchmark Level and Number with No Data Reported Referenced by Iowa Community College District....	43
Table 28 – Benchmark Performance Reported by the Percent Above Benchmark Level, Percent Below Benchmark Level, and Percent No Data Reported Referenced by Iowa Community College District	44
Table 29 – Benchmark Performance for Iowa’s Adult Literacy Program (Program year 2007)	45
Table 30 – Number of Basic Literacy Skills Certificates, GED Diplomas, Adult High School Diplomas and Secondary School Diplomas Issued for Program Year 2007 (July1, 2006 –June 30, 2007)	65
Table 31 – Number of Basic Literacy Skills Certificates Issued by Subject Area and CASAS Certification Level for Program Enrollees During Program Year 2007 (July1, 2006 through June 30, 2007).....	66
Table 32 – Number of Basic Literacy Skills Certificates Issued by Subject Area and CASAS Certification Level for Cooperating Program Enrollees During Program Year 2007 (July1, 2006 through June 30, 2007)	67
Table 33 – Total Number of Basic Literacy Skills Certificates Issued by Subject Area and CASAS Certification Level During Program Year 2007 (July 1, 2006 through June 30, 2007)	68

GRAPHS

Graph 1 – Comparison of Total Number of Iowa GED Candidates Tested and Number of GED Candidates Who Received the Iowa High School Equivalency Diploma from Calendar Years 1980-2006.....	51
Graph 2 – Iowa’s GED Pass Rate From 1980-2007.....	53
Graph 3 – Iowa’s GED Test Score Mean Compared to National Mean for Subtests and Overall Test Battery for GED Passers.....	54

Graph 4 – Iowa’s Pass Rate Compared to National Pass Rates for GED Subtests for All GED Candidates.....	55
Graph 5 – GED - Reasons for Testing.....	56
Graph 6 – Total GED Volume Percentage Compared to Correctional Facilities GED Test Volume.....	58
Graph 7 – Number and Percent of Basic Skills Certificates, High School Equivalency Diplomas, Adult High School Diplomas and Secondary School Diplomas Issued for Program Year 2007.....	69
Graph 8 – Number and Percent of Basic Skills Certificates Issued by Subject Area for Program Year 2007.....	70
Graph 9 – Number and Percent of Basic Skills Certificates Issued by CASAS Level and Subject Area for Program Year 2007.....	71

APPENDICES

APPENDIX A – A Description of the Educational Functioning Levels and Outcome measures for Adult Basic Education, Adult Secondary Education, and English-As-A-Second Language.....	73
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APPENDIX B – Iowa’s Adult Literacy Program National Reporting System Annual Performance Report for Program Year 2007 – TOPSpro Tables.....	80
---	-----------

Table 1 – Participants by Entering Educational Functioning Level, Ethnicity and Sex.....	81
Table 2 – Participants by Age, Ethnicity, and Sex.....	82
Table 3 – Participants by Program Type and Age.....	83
Table 4 – Total Enrollment Educational Gain and Attendance by Educational Functioning Level.....	84
Table 4-B Only Learners with Paired Test Data Educational Gain and Attendance by Educational Functioning Level	85
Table 5 – Core Follow-up Outcome Achievement.....	86
Table 6 – Participant Status and Program Enrollment.....	87
Table 7 – Adult Education Personnel by Function and Job Status.....	88
Table 8 – Outcomes for Adults in Family Literacy Programs.....	89
Table 9 – Outcomes for Adults in Workplace Literacy Programs.....	90
Table 10 – Outcomes for Adults in Correctional Education Programs.....	91
Table 11 – Secondary Outcome Measures.....	92
Table 12 – Work-Based Project Learners by Age, Ethnicity and Sex.....	93
Table 13 – Core Follow-up Outcome Achievement for Prior Reporting Year and For Unintended Outcomes.....	94
Table 14 – Local Grantees by Funding Source.....	95

APPENDIX C – Iowa Basic Skills Credential Program Report Form for Program Year 2007-2008.....	96
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INTRODUCTION AND BACKGROUND

INTRODUCTION

This comprehensive document replaces the previously published Benchmark Report, Benchmark Report Executive Summary, Iowa's Community College Basic Literacy Skills Credential Report, Iowa GED Statistical Report, GED Annual Performance Report and Iowa's Adult Literacy Program National Reporting System Annual Performance Report (Graphic Presentation). For ease in printing and sharing sections of this full report, you may find each section posted separately on the Iowa Dept. of Education website <http://www.iowa.gov/educate/> and <http://www.readiowa.org>

BACKGROUND

The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105th Congress ushered in a new era of collaboration, coordination, cooperation and accountability. The overall goal of the Act is "to increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation." The key principles inculcated in the Act are:

- Streamlining services;
- Empowering individuals;
- Universal access;
- Increased accountability;
- New roles for local boards;
- State and local flexibility;
- Improved youth programs.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA) of the Workforce Investment Act of 1998, is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult basic education and literacy services in order to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children;
- Assist adults in the completion of a secondary school education.

ACCOUNTABILITY MEASURES

One of the major intents of AEFLA was to establish performance measures and benchmarks to demonstrate increased accountability in line with the major goals and objectives of WIA. Section 212(2) (A) of the Act specifies that each eligible agency (e.g. The Iowa Department of Education) is subject to certain core indicators of performance and has the authority to specify additional indicators. The core federally mandated indicators are:

- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;
- Receipt of an [adult] secondary school diploma or its recognized equivalent [Iowa High School Equivalency Diploma].

The Iowa basic skill core percentage benchmarks were established utilizing the Adult Education Government Performance Review Act (GPRA) indicator model disseminated by the U.S. Department of Education: Division of Adult Education and Literacy (USDE:DAEL). The Act [Section 212(2) (B)] also authorizes the Iowa Department of Education to identify additional indicators of performance for Iowa's adult literacy program and literacy activities. The additional indicators established for Iowa's adult literacy program were:

- Pre/post assessment percentage rates for the three major adult literacy instructional programs which are adult basic education (ABE), adult secondary education (ASE), and English-as-a-second language (ESL)
- Iowa's GED pass rate
- Increase in the number of issued basic skill certificates.

OVERVIEW OF THE NATIONAL REPORTING SYSTEM

The National Reporting System (NRS) is a project to develop an accountability system for the federally funded adult basic education program. This system includes a set of student measures to allow assessment of the impact of adult basic education instruction, methodologies for collecting the measures, reporting forms and procedures, and training and technical assistance activities to assist states in collecting the measures.

NRS GOAL, MEASURES AND METHODS

NRS Goal

The goals of the NRS project were to establish a national accountability system for adult literacy education programs by identifying measures for national reporting and their definitions, establishing methodologies for data collection, developing software standards for reporting to the U.S. Department of Education and developing training materials and activities on NRS requirements and procedures.

NRS Measures

The requirements of WIA, consensus among the stakeholders and advisory board members, and the need for uniform valid and reliable data were major factors guiding development of NRS measures. Other factors affecting development of the measures included the need to accommodate the diversity of the adult literacy education delivery system and the need for compatibility of the definitions with related adult literacy education and training programs.

NRS includes two types of measures (1) **core**, and (2) **secondary**. The core measures apply to all adult basic education students receiving 12 or more hours of service. There are three types of **core measures**:

- **Outcome measures**, which include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED and placement in postsecondary education or training;
- **Descriptive measures**, including student demographics, reasons for attending and student status; and
- **Participation measures** of contact hours received and enrollment in instructional programs for special populations or topics (such as family literacy or workplace literacy).

Performance standards required by WIA will be set for the core outcome measures and awarding of incentive grants will be tied to these performance standards.

The NRS *secondary* measures include additional outcome measures related to employment, family and community that adult literacy education stakeholders believe are important to understanding and evaluating adult literacy education programs. States are not required to report on the secondary measures and there are no performance standards tied to them. The optional secondary measures will not be used as a basis for incentive grant awards. There *are also* secondary student status measures that define target populations identified in WIA. These measures are provided for states that want to report on the services provided to these populations.

Core Outcome Measures

The central measures of the NRS are the student *outcome* measures. The five NRS core outcome measures were selected to address the requirements for core indicators of performance in the Adult Education and Family Literacy Act of the WIA. Exhibit 1 shows how the measures relate to these requirements and goals for adult literacy education stated in the legislation.

Exhibit 1

Goals and Core Indicators of the Adult Education And Family Literacy Act and NRS Core Outcome Measures

Goals of Adult Basic Education Described in the Adult Education and Family Literacy Act of WIA	Core Indicators Required by the Adult Education and Family Literacy Act	National Reporting System Core Outcome Measures
Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.	Improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, other literacy skills.	<ul style="list-style-type: none"> • Educational gain (achieve skills to advance one or more educational functioning level)
Assist parents to obtain the skills necessary to be full partners in their children's educational development. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.	<ul style="list-style-type: none"> • Entered employment • Retained employment • Placement in postsecondary education or training
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	<ul style="list-style-type: none"> • Receipt of a secondary school diploma or pass GED tests.

Educational gain, a key outcome in the NRS, provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program (except pre-designated "work-based project learners"). To determine this measure, local programs assess students on intake to determine their *educational functioning level*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE) and six levels for English-as-a second language students (ESL). Each level describes a set of skills and competencies that students entering at that level can do in the areas of reading, writing, numeracy, speaking, listening, functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level in which to place students using a standardized assessment procedure (a test or performance-based assessment). The program decides the skill areas in which to assess the student, based on student's instructional needs and goals.

Exhibit 2 depicts the relationship among the major instructional programs and the educational functioning levels within each major instructional program. The educational functioning levels describe the learner's entry level ability in the areas of reading, writing, numeracy and functional workplace skills. (See *Appendix A for a description of the educational functioning level descriptors*).

Exhibit 2

Relationship Between Instructional Programs And Educational Functional Levels

Instructional Program	Educational Functioning Level	CASAS Level	CASAS Standard Score Range
Adult Basic Education (ABE)	ABE Beginning Literacy	Level A	Under 200
	ABE Beginning Basic Education	Level B	201 to 210
	ABE Intermediate Low	Level B	211 to 220
	ABE Intermediate High	Level C	221 to 235
Adult Secondary Education (ASE)	ASE Low	Level D	236 to 245
	ASE High	Level E	246 and Above
ESL/ESL/ Citizenship (ESL)	ESL Beginning Literacy	Level A	180 and Below
	ESL Low Beginning	Level A	181-190
	ESL High Beginning	Level A	191 to 200
	ESL Intermediate Low	Level B	201 to 210
	ESL Intermediate High	Level C	211 to 220
	ESL Advanced	Level D	221 to 235

After a pre-determined amount of instruction or time period determined by each state, the program conducts follow-up assessments of students in the same skill areas and uses the functioning level descriptors to determine whether the student has advanced one or more levels or is progressing within the same level. The state has discretion to establish the student assessment method used within the state, as well as procedures for pre/post assessment strategies. The State of Iowa adopted the Comprehensive Adult Student Assessment System (CASAS) as the primary system to assess instructional progress.

The remaining core outcome measures are **follow-up measures**, reported some time after the student leaves the program. However, the follow-up measures apply only to students who enter the program with goals related to the measures. For unemployed students who enter the program with a goal of obtaining employment, there are two measures: entered employment—whether the student obtained a job by the end of the first quarter after leaving; and retained employment—whether the student still has the job in the third quarter after exit. This measure also applies to employed students who have a goal of improved or retained employment. For students whose goal is to advance to further education or training, there is a measure of entry into another such program. For students who entered with a goal of obtaining a secondary school diploma or passing the GED tests, there is a measure of whether the student obtained the credential. [See *Appendix B for Iowa's NRS Report for Program Year 2007*.]

A summary of the NRS core outcome measures follows:

- **Performance Measure I – Demonstrated Improvement in Literacy Skills: Sub Measures**
 - **Adult Basic and Secondary Education:** The percentage of enrolled adults in the basic literacy program who acquired the basic skills needed to complete the level of instruction in which they were initially placed. The adult basic and secondary education instructional programs consist of a series of educational functioning levels with each level representing a hierarchy of basic skills ranging from beginning literacy to high school completion.
 - **English Literacy or English as-a-Second Language:** The percentage of enrolled adults in English literacy programs who acquired the level of English language skills needed to complete the level of instruction in which they were initially enrolled. English literacy education instructional programs consist of a set of educational functioning levels with each level representing a hierarchy of English language skills ranging from beginning language literacy to oral language proficiency.
- **Performance Measure II – High School Completion:** The percentage of enrolled adults with a high school completion goal who earned a high school diploma or GED.
- **Performance Measure III – Entered Postsecondary Education or Training:** The percentage of enrolled adults with a goal to continue their education who enter postsecondary education or training.
- **Performance Measure IV – Entered Employment:** The percentage of enrolled and unemployed adults (in the workforce) with an employment goal who were employed at the end of first quarter after they exited the adult literacy program.
- **Performance Measure V – Retained Employment:** The percentage of enrolled adults with: (1) a job retention goal at the time of enrollment, and (2) those adults with an employment goal who: (a) obtained work by the end of the first quarter after leaving the adult literacy program, and (b) were employed at the end of the third quarter after exiting the program.

IOWA'S ADULT LITERACY PROGRAM CONTINUOUS IMPROVEMENT BENCHMARK MODEL

The Iowa Department of Education, in conjunction with the community college based adult literacy program, researched, developed and initially implemented the Iowa adult literacy continuous improvement benchmark model (IALCIBM) during Program Years 2002-2003.¹ The purpose of the CIBM was to provide Iowa's adult literacy program with a field based process to realistically set and achieve local/state benchmark levels for the NRS and state mandated outcomes.

The IALCIBM characteristics are:

- * Reflects local/state program instructional goals and desirable benchmark outcomes.
- * Constantly evolving to incorporate updated trends, innovations, new strategies, changes in state/federal reporting requirements, etc.
- * Process oriented as opposed to product oriented (e.g. model is designed to outline process approach to benchmark projections utilizing different types of product based documentation) with student success as the primary goal.
- * Cyclical, flexible, adaptable and adoptable to meet unique local/state program, agency or organizational needs.
- * Practitioner based, realistic and easily understood by Adult Literacy Coordinators and staff.
- * Comprehensive with all model component parts integrated to form the complete model.

The IALCIBM consists of seven (7) action steps designed to assist a local or state adult literacy program project realistic and attainable benchmark projections. However, the process is cyclical and ongoing. The seven (7) steps are:

- * Step 1: collect data,
- * Step 2: analyze data,
- * Step 3: identify program strengths and weaknesses,
- * Step 4: identify solutions,
- * Step 5: plan a strategy,
- * Step 6: implement action plan,
- * Step 7: measure benchmark improvement.
- * Continue process.

Since the implementation of the IALCIBM in Program Year 2003, the local/state adult literacy programs are utilizing the model to project and attain realistic program benchmarks. The IALCIBM will continue to be refined and improved over the next several program years.

IOWA'S ADULT LITERACY PROGRAM ELECTRONIC REPORTING SYSTEM

The Iowa Department of Education, in conjunction with the statewide community college consortia and the Comprehensive Adult Student Assessment System, has adopted the CASAS based Tracking of Programs and Students (TOPSpro) electronic data management system as the vehicle to report participant outcomes and to monitor local and state program performance in relation to specific benchmark attainment criteria that the Iowa Department of Education negotiated with the U.S. Department of Education: Division of Adult Education and Literacy. The TOPSpro system is designed to produce the federally mandated NRS Performance Report and to meet the accountability mandates delineated in the Adult Education and Family Literacy Act. The Iowa Department of Education has developed two (2) documents to assist local programs to record and report standardized data and information.

Exhibit 3

Iowa's Adult Literacy Program Electronic Reporting System Documents

<i>Iowa TOPSpro Data Dictionary (updated annually)</i>	<ul style="list-style-type: none"> * Provides statewide standardized set of instructions and definitions for coding the TOPSpro scannable forms. * Serves as a companion to the <i>TOPSpro Technical Manual</i> produced by CASAS. * Integrates information from various data sources to provide uniform data sets and definitions which meet local, state and Federal reporting mandates
<i>TOPSpro/NRS Coding Guidelines</i>	<ul style="list-style-type: none"> * Provides Iowa TOPSpro users with information regarding the relationship between coding TOPSpro Entry, Update and Test forms and the NRS Federal Tables reporting structure. * Serves as a supplement to the <i>Iowa TOPSpro Data Dictionary</i>.

A comprehensive staff development plan has been initiated to provide technical assistance to local programs regarding: (1) TOPSpro software training, (2) NRS updates, (3) state policy updates. Professional development is offered regularly to update local programs on new procedures and policies. In addition, TOPSpro software training workshops are conducted for the TOPSpro Records' Specialists.

The documents and professional development reflect changes in: (1) updated versions of the TOPSpro software, (2) changes in NRS requirements, and (3) state level policy changes. Given the amount of documentation and professional development opportunities available for Iowa's local Adult Literacy Programs, the reports generated from the statewide electronic reporting system contain a high degree of validity and reliability.

SECTION I – BENCHMARK REPORT

IOWA'S ADULT LITERACY PROGRAM BENCHMARKS

This section is designed to report on Iowa's statewide adult literacy program benchmark results for Program Year 2007 (July 1, 2006 through June 30, 2007). This section provides a review of the tables and exhibits which display the results for each benchmark. The following sections provide an overview of each core set of benchmarks: (1) pre/post assessment, (2) educational gain, (3) adult learner follow-up measures, (4) number of basic literacy skills certificates issued, and (5) GED pass rate. The section titled "Iowa's State Adult Literacy Benchmark" provides an overall state literacy benchmark to be achieved by 2010. This benchmark statement was designated as the literacy benchmark to be incorporated in the overall Iowa Community College benchmark document.

Iowa's State Adult Literacy Benchmark

Background

Approximately 36-39% (N=800,000) of Iowa's adult population ages 16+ perform in the two lowest levels of literacy proficiency as documented by the Iowa State Adult Literacy Survey (IASALS) conducted in 1992. Adults who score in the two lowest levels of literacy proficiency do have limited literacy skills. However, they are not likely to be able to perform the range of complex tasks that the National Education Goals Panel considers important from competing successfully in a global economy and exercising fully the rights and responsibilities of citizenship. By the same token, approximately 61-65% (N=1,287,000) of Iowa's adult population ages 16+ perform in the highest three levels of literacy proficiency as documented by the IASALS. The National Education Goals Panel considers adults functioning in the three highest levels of literacy proficiency as possessing the necessary skills to successfully complete in a global economy and fully exercising the rights and responsibilities of citizenship.

A key indicator of Iowa's adult literacy proficiency level is educational attainment. Recent research studies have concluded that attained level of education is the best overall predictor of adult literacy proficiency levels. A trend analysis of the 1940-2000 federal census data indicates that the percentage of adults age 18+ and lacking a high school diploma or its equivalency decreased from 67% in 1940 to 14% in 2000. Therefore, a reasonable projection would forecast that the 2010 census data will indicate an additional drop of 2-3%. This projection would bring the percentage range to 8-9 percent. **A benchmark goal of attaining an 85-90% Iowa adult proficiency level by the year 2010 is a realistic and attainable goal.**

Benchmark Goal

The overall Iowa benchmark literacy goal states that by the year 2010, 85-90% of Iowa's adult population will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. The attainment of this goal is contingent on continuing to provide adult literacy classes, offered through Iowa's community colleges and related agencies, to Iowa's adult literacy target populations. The ability to quantify the attainment of this goal is through: (1) the number of Iowa High School Equivalency Diplomas issued on an annual basis, (2) the number of basic skills literacy certificates issued on an annual basis, and (3) a replication of the IASALS study in 2010 with appropriate comparisons made to the 1992 NALS study.

Benchmark Strategy

The following strategies must be implemented in order to obtain Iowa's adult literacy goal by 2010:

- The number of Iowa High School Equivalency Diplomas issued on an annual basis should approximate 4,400 per year. A trend analysis of the number of Iowa High School Equivalency Diplomas issued between Calendar Years 1980-2006 indicates this objective can be successfully accomplished.
- The number of Iowa Basic Literacy Skills Certificates issued on an annual basis should approximate a range of 5,000-6,000. A trend analysis of the number of Iowa basic literacy skills certificates issued between Program Years 1998-2006 indicates this objective can be successfully accomplished.
- The 1992 IASALS study should be replicated in 2010. The results should be compared with the 1992 IASALS study results. This comparison strategy will provide a 20 year comparison between the 1992 and 2010 IASALS study to determine the amount of progress in achieving the benchmark goal.

Overview of State Level Results

The twenty benchmark (5 state mandated and 15 federally mandated) results for Iowa's adult literacy program are presented in Tables 1-4. **Table 1** depicts the relationship between total enrollment and the number and percentage of adult learners who received pre and post assessments. The results are as follows:

- a total of **84%** learners received pre-post assessments in the Adult Basic Education instructional program which represents an increase of **6%** over Program Year 2006 (78% for Program Year 2006);
- a total of **91%** learners received pre-post assessments in the Adult Secondary Education instructional program which represents an increase of **2%** over Program Year 2006 (89% for Program Year 2006);
- a total of **64%** learners received pre-post assessments in the English-as-a Second Language instructional program which represents no change over Program Year 2006 (64% for Program Year 2004);
- a total of **78%** learners received pre-post assessments across the three instructional programs which represented an overall increase of **2%** over Program Year 2006 (76% for Program Year 2006);

The overall results indicated that Iowa's adult literacy program pre/post assessment benchmark attainment increased from **76%** for Program Year 2006 to **78%** for Program Year 2007. This comparison indicated an overall increase of **2%**.

Table 1
Pre/Post Assessment Percentage
by Instructional Program and Educational Functioning Level

Instructional Program	Educational Functioning Level	*Total Enrollment	**Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed
Adult Basic Education (ABE)	Beginning Literacy ABE	189	146	77%
	Beginning Basic Education ABE	264	227	86%
	Low Intermediate ABE	658	524	80%
	High Intermediate ABE	2,591	2,223	86%
	Subtotal	3,702	3,120	84%
Adult Secondary Education (ASE)	Low Adult Secondary Education	1,437	1,289	90%
	High Adult Secondary Education	633	599	95%
	Subtotal	2,070	1,888	91%
English-as-a-Second Language (ESL)	Beginning Literacy ESL	411	172	42%
	Beginning ESL – Low	396	234	59%
	Beginning ESL - High	862	601	70%
	Low Intermediate ESL	1,054	705	67%
	High Intermediate ESL	662	458	69%
	Advanced ESL	507	314	62%
	Subtotal	3,892	2,484	64%
	Total	9,664	7,492	78%

* **Source:** Iowa's National Reporting System (NRS) report for Program Year 2007; Table 4, Column B; State Aggregated Report.

** **Source:** Iowa's National Reporting System (NRS) report for Program Year 2007; Table 4B, Column B; State Aggregated Report.

Table 2 presents a performance comparison between the negotiated percentage and the attained percentage for the five state level benchmarks. **The overall results indicated the attained percentages met or exceeded the negotiated percentages excluding Adult Basic Education pre/post assessed.** The specific results are as follows:

- The GED pass rate of 99% exceeded the projected pass rate of 96% by three percentage points.
- The number of basic skills certificates issued for Program Year 2005 will serve as the base year for establishing a percent increase for the number of basic skill certificates issued from Program Year 2006 to Program Year 2007.²

² Refer to the report titled *Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2005* for Iowa's basic literacy skills certification program statistics. This report is available at <http://www.readiowa.org>. The information is also available in the *2006 Annual Benchmark Report Executive Summary*. The basic skills attainment percentage and negotiated increase is calculated by dividing the total number of basic skills certificates awarded in the program year by the total number of enrollees, eligible for the basic skills certificate award.

Table 2

Performance Comparison of Iowa's Adult Literacy Program for Pre/Post Assessment, GED Pass Rate and Percentage Increase in Basic Skills Certificates

STATE BENCHMARKS Pre/Post Assessment by Instructional Program	* Negotiated Percentage	** Attained Percentage
Adult Basic Education (ABE)	86%	84%
English-as-a-Second-Language (ESL)	53%	64%
Adult Secondary Education (ASE)	88%	91%
OTHER STATE BENCHMARKS		
GED Pass Rate	96%	99%
Basic Skills Credential Issuance	52%	76%

* **Source:** Iowa's State Plan for Adult Basic Education Extension: Program Year 2007.

** **Source:** Iowa's National Reporting System (NRS) Report for Program Year 2007: Table 4, Column B and Table 4B, Column B.

Table 3 presents a comparison of the percentage relationship among: (1) the negotiated benchmark levels, (2) the attained benchmark levels for total enrollment for the NRS core measure of Educational Gain and (3) the attained benchmark levels with pre-post assessment for the state core measure of Educational Gain. The results indicated that **consistently higher benchmarks percentages were achieved across all three instructional programs for those learners who received pre-post assessments.** The results are as follows:

- The Iowa statewide adult literacy program met or exceeded **6 out of 11 (55%)** educational gain benchmarks when calculated against total enrollment.
- The Iowa statewide adult literacy program met or exceeded **10 out of 11 (91%)** educational gain benchmarks when calculated against those adult learners who were pre-post assessed.

Table 3 also indicated the educational functioning levels in which the benchmark attainment levels fell below the negotiated benchmark levels for the "Total Enrollment" and "Pre-Post Assessment" categories. The educational functioning levels fell below the negotiated benchmark levels in the "Total Enrollment" category for "Low Adult Secondary Education", "Low Beginning Literacy ESL", "High Beginning Literacy ESL", "Low Intermediate ESL", "High Intermediate ESL", and "Advanced ESL". Additionally, "Advanced ESL" **did not meet** the "Pre/Post Assessment" category.³

³ The federal criteria to determine whether educational gain benchmarks were successfully achieved is calculated against the "Total Enrollment" category as opposed to the "Pre/Post Assessment" category. Given this criteria, Iowa met or exceeded 6 out of 11 (55%) of the educational gain benchmarks. Conversely, if benchmark attainment is calculated against the pre/post assessment category, Iowa met or exceeded 10 out of 11 (91%) of the educational gain benchmarks.

Table 3

**Percentage Comparison of Iowa's Adult Literacy Program
Performance Measures for NRS Core Indicator #1**

Core Indicator #1 [Educational Gain]: Demonstrated improvements in literacy skills in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition and other literacy skills.

Instructional Program	Educational Functioning Level	*Negotiated %	**Total Enrollment %	***Pre/Post Assessment %
Adult Basic Education (ABE)	Beginning Literacy	45%	48%	62%
	Beginning Basic Education ABE	50%	64%	74%
	Low Intermediate ABE	53%	64%	81%
	High Intermediate ABE	62%	66%	77%
Adult Secondary Education (ASE)	Low Adult Secondary Education	78%	72%	81%
English-as-a-Second Language (ESL)	Beginning Literacy ESL	48%	36%	86%
	Low Beginning ESL	42%	50%	84%
	High Beginning ESL	42%	54%	78%
	Low Intermediate ESL	48%	46%	68%
	High Intermediate ESL	44%	42%	60%
	Advanced ESL	40%	21%	34%

The numbers in red indicate the educational functioning levels where the achieved benchmarks for either the "Total Enrollment" category or the "Pre/Post Assessment" category **did not meet the negotiated percentage**. The "Total Enrollment" category is the criteria by which the USDE: DAEL determines whether Iowa did or did not achieve a benchmark for any given educational functioning level. The "Pre/Post Assessment" category is the criteria used by the state of Iowa to determine if benchmarks were successfully achieved for any given educational functioning level.

***Source:** Iowa's official negotiated benchmark document signed by the Director of the Office of the United States Department of Education: Division of Adult Education and Literacy (USDE: DAEL). **Formerly, Iowa's State Plan for Adult Basic Education: extension for each program year was the source for these percentages.**

****Source:** Iowa's National Reporting System (NRS) report for Program Year 2007 Table 4, column H. This column represents the percent of total enrollees who completed each educational functioning level based on total enrollment.

*****Source:** Iowa's National Reporting System (NRS) report for Program Year 2007 Table 4B, column H. This column represents the percent of total enrollees who were pre/post assessed with paired scores and completed each educational functioning level.

Table 4 presents a comparison of the percentage relationship between: (1) the negotiated benchmark levels, and (2) the attained benchmark levels for the NRS core follow-up measures. The Iowa statewide adult literacy program met or exceeded **3 out of 4 (75%)** NRS core follow-up benchmarks. The results indicate that three of the 4 **attained percentages met or exceeded the negotiated percentages** and that “Retained Employment” did not meet the negotiated percentage by 9%.

Table 4

**Percentage Comparison of Iowa’s Adult Literacy Program Performance Measures
For NRS Core Indicator #2**

Core Indicator #2 [Follow-up Measures]: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Follow-up Measure	*Negotiated Percent	**Attained Percent
Entered Employment ¹	78%	79%
Retained Employment ¹	90%	81%
Obtained a GED or Adult Secondary School Diploma ²	80%	94%
Entered Postsecondary Education or Training ³	56%	56%

***Source:** Iowa’s official negotiated benchmark document signed by the Director of the Office of the United States Department of Education: Division of Adult Education and Literacy (USDE: DAEL). **Formerly, Iowa’s State Plan for Adult Basic Education: extension for each program year was the source for these percentages.**

****Source:** Iowa’s National Reporting System (NRS) report for Program Year 2007 Table 5, column G. This column represents the percent of total adult basic education enrollees who achieved each follow-up measure.

¹The percentage attained data reported for the follow-up measures of “Entered Employment” and “Retained Employment” were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and the Iowa Workforce Development’s base and benefits wage records for the period of July 1, 2006 through September 30, 2007 for the Entered Employment outcome measure and October 1, 2006 through September 30, 2007 for the Retained Employment outcome measure. This database is referenced as the Iowa Customer Tracking System.

² The percentage attained data reported for the follow-up measure of “Obtained a GED or Adult Secondary School Diploma” were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and Iowa’s GED candidate data base at GEDScoring.COM.

³ The percent attained data reported for the follow-up measure of “Entered Postsecondary Education and Training” were obtained as a result of a data match between the Iowa adult literacy program electronic reporting system and the Iowa Department of Education’s Community College Management Information System (MIS) for the first quarter of Program Year 2007 (July 1, 2006 -September 30, 2007).

Summary of Iowa’s Adult Literacy Program Benchmark Results

- Iowa’s Adult Literacy program met or exceeded **4 out of 5 (80%)** of the state mandated benchmarks.
- Iowa’s adult literacy program met or exceeded **6 out of 11 (55%)** federally mandated NRS educational gain benchmarks according to federal calculation criteria (e.g. calculated against the “Total Enrollment” category).
- Iowa’s adult literacy program met or exceeded **10 out of 11 (91%)** federally mandated NRS educational gain benchmarks if the “Pre/Post Assessment” category is utilized as the criteria for benchmark calculations.
- Iowa’s adult literacy program met or exceeded **3 out of 4 (75%)** federally mandated core outcome measures.

- Iowa's adult literacy program met or exceeded **9 out of 15 (60%)** federally mandated NRS benchmarks.
- Iowa's adult literacy program met or exceeded **13 out of 20 (65%)** state and federal benchmarks according to the federal calculation criteria (e.g. calculating against the "Total Enrollment" category.)
- Iowa's adult literacy program met or exceeded **17 out of 20 (85%)** state and federal benchmarks if the "Pre/Post Assessment" category is utilized as the criteria for benchmark calculations.

State Benchmarks

Tables 5-10 present the state mandated benchmark performance results by community college district. A summary of the performance results is as follows:

- **Table 5** indicates that **13 out of 15 (87%)** community colleges met or exceed the pre/post assessment benchmark for the ABE instructional program;
- **Table 6** indicates that **12 out of 15 (80%)** community colleges met or exceed the pre/post assessment benchmark for the ASE instructional program;
- **Table 7** indicates that **15 out of 15 (100%)** community colleges met or exceed the pre/post assessment benchmark for the ESL instructional program;
- **Table 8** indicates that **13 out of 15 (80%)** community colleges met or exceed the pre/post assessment benchmark for the total enrollment of the three instructional programs.
- **Table 9** indicates that **15 out of 15 (100%)** community colleges met or exceeded the GED pass rate benchmark.
- **Table 10** indicates that **14 out of 15 (93%)** community colleges met or exceeded the Basic Skills Certificate Credential benchmark.

NOTE: For the purpose of the annual benchmark negotiations with the Division of Adult Education and Literacy, Office of Vocational and Adult Education of the U.S. Department of Education, total enrollment statistics are used (NRS Table 4). However, for the purpose of compiling and interpreting data for this report and reporting benchmarks for the state and individual Community College programs to the State Board of Education, pre-post data is used (NRS Table 4b).

Table 5
Pre/Post Assessment Percentage by Instructional Program
Adult Basic Education

Community College District Name	* Total Enrollment	** Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed	% Below or Above State Benchmark (86%)
Northeast Iowa Comm. College	190	169	89%	3%
North Iowa Area Comm. College	175	172	98%	12%
Iowa Lakes Community College	35	31	89%	3%
Northwest Iowa Comm. College	56	49	88%	2%
Iowa Central Comm. College	126	119	94%	8%
Iowa Valley Community College Dist.	251	218	87%	1%
Hawkeye Comm. College	340	163	48%	-38%
Eastern Iowa Community College Dist.	562	502	89%	3%
Kirkwood Community College	359	309	86%	0%
Des Moines Area Community College	446	328	74%	-12%
Western Iowa Tech Comm. College	168	161	96%	10%
Iowa Western Comm. College	279	247	89%	3%
Southwestern Comm. College	101	98	97%	11%
Indian Hills Comm. College	416	360	87%	1%
Southeastern Comm. College	198	194	98%	12%
Total	3,702	3,120	84%	-2%

* **Source:** State Aggregated NRS Report for Program Year 2007: Table 4, Column B.

** **Source:** State Aggregated NRS Report For Program Year 2007: Table 4B, Column B.

Table 6**Pre/Post Assessment Percentage by Instructional Program****Adult Secondary Education**

Community College District Name	* Total Enrollment	** Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed	% Below or Above State Benchmark (88%)
Northeast Iowa Comm. College	94	82	87%	-1%
North Iowa Area Comm. College	70	70	100%	12%
Iowa Lakes Community College	39	37	95%	7%
Northwest Iowa Comm. College	17	15	88%	0%
Iowa Central Comm. College	86	86	100%	12%
Iowa Valley Community College Dist.	49	44	90%	2%
Hawkeye Comm. College	194	148	76%	-12%
Eastern Iowa Community College Dist.	284	268	94%	6%
Kirkwood Community College	282	271	96%	8%
Des Moines Area Community College	262	227	87%	-1%
Western Iowa Tech Comm. College	151	140	93%	5%
Iowa Western Comm. College	157	139	89%	1%
Southwestern Comm. College	65	65	100%	12%
Indian Hills Comm. College	200	176	88%	0%
Southeastern Comm. College	120	120	100%	12%
Total	2,070	1,888	91%	3%

* **Source:** State Aggregated NRS Report for Program Year 2007: Table 4, Column B.

* * **Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

Table 7
Pre/Post Assessment Percentage by Instructional Program
English-as-a-Second Language

Community College District Name	* Total Enrollment	** Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed	% Below or Above State Benchmark (53%)
Northeast Iowa Comm. College	83	63	76%	23%
North Iowa Area Comm. College	51	51	100%	47%
Iowa Lakes Community College	29	23	79%	26%
Northwest Iowa Comm. College	110	82	75%	22%
Iowa Central Comm. College	290	221	76%	23%
Iowa Valley Community College Dist.	402	301	75%	22%
Hawkeye Comm. College	234	188	80%	27%
Eastern Iowa Community College Dist.	214	138	64%	11%
Kirkwood Community College	289	156	54%	1%
Des Moines Area Community College	1,461	780	53%	0%
Western Iowa Tech Comm. College	389	238	61%	8%
Iowa Western Comm. College	93	64	69%	16%
Southwestern Comm. College	30	26	87%	34%
Indian Hills Comm. College	200	141	71%	18%
Southeastern Comm. College	17	12	71%	18%
Total	3,892	2,484	64%	11%

* **Source:** State Aggregated NRS Report for Program Year 2007: Table 4, Column B.

** **Source:** State Aggregated NRS Report For Program Year 2007: Table 4B, Column B.

Table 8
Pre/Post Assessment Percentage by Instructional Program
Total Enrollment

Community College District Name	* Total Enrollment	** Pre/Post Assessment Enrollment	Percentage Pre/Post Assessed	% Below or Above State Benchmark (76%)
Northeast Iowa Comm. College	367	314	86%	10%
North Iowa Area Comm. College	296	293	99%	23%
Iowa Lakes Community College	103	91	88%	12%
Northwest Iowa Comm. College	183	146	80%	4%
Iowa Central Comm. College	502	426	85%	9%
Iowa Valley Community College Dist.	702	563	80%	4%
Hawkeye Comm. College	768	499	65%	-9%
Eastern Iowa Community College Dist.	1,060	908	86%	10%
Kirkwood Community College	930	736	79%	3%
Des Moines Area Community College	2,169	1,335	62%	-14%
Western Iowa Tech Comm. College	708	539	76%	0%
Iowa Western Comm. College	529	450	85%	9%
Southwestern Comm. College	196	189	96%	20%
Indian Hills Comm. College	816	677	83%	7%
Southeastern Comm. College	335	326	97%	21%
Total	9,664	7,492	78%	2%

* **Source:** State Aggregated NRS Report for Program Year 2007: Table 4, Column B.

** **Source:** State Aggregated NRS Report For Program Year 2007: Table 4B, Column B.

Table 9

GED Pass Rate Percentage by Community College District

Community College District Name	Passed	Non-Passed	Percent Passed	% Below or Above State Benchmark (96%)
Northeast Iowa Comm. College	129	0	100%	4%
North Iowa Area Comm. College	80	1	99%	3%
Iowa Lakes Community College	55	0	100%	4%
Northwest Iowa Comm. College	29	0	100%	4%
Iowa Central Comm. College	266	2	99%	3%
Iowa Valley Community College Dist.	137	0	100%	4%
Hawkeye Comm. College	180	0	100%	4%
Eastern Iowa Community College Dist.	575	0	100%	4%
Kirkwood Community College	410	3	99%	3%
Des Moines Area Community College	834	10	99%	3%
Western Iowa Tech Comm. College	214	3	99%	3%
Iowa Western Comm. College	267	1	100%	4%
Southwestern Comm. College	40	0	100%	4%
Indian Hills Comm. College	166	2	99%	3%
Southeastern Comm. College	257	1	100%	4%
Total	3,639	23	99%	3%

Source: GED Pass Rate Report: GEDScoring.COM

Table 10**Basic Skills Certificates Issued by Community College District**

Community College District Name	*Eligible Population Enrollment	**Certificates Issued PY 07	Percent of Certificates Issued %	% Below or Above State Benchmark 52%
Northeast Iowa Comm. College	314	279	89%	37%
North Iowa Area Comm. College	293	234	80%	28%
Iowa Lakes Community College	91	68	75%	23%
Northwest Iowa Comm. College	146	99	68%	16%
Iowa Central Comm. College	426	491	115%	63%
Iowa Valley Community College Dist.	563	585	104%	52%
Hawkeye Comm. College	499	381	76%	24%
Eastern Iowa Community College Dist.	908	569	63%	11%
Kirkwood Community College	736	708	96%	44%
Des Moines Area Community College	1335	229	17%	-35%
Western Iowa Tech Comm. College	539	433	80%	28%
Iowa Western Comm. College	450	348	77%	25%
Southwestern Comm. College	189	127	67%	15%
Indian Hills Comm. College	677	809	119%	67%
Southeastern Comm. College	326	312	96%	44%
Total	7,492	5,672	76%	24%

* **Source:** State Aggregated NRS Report for Program Year 2007: Table 4, Column B.

** **Source:** Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2007

NOTE: Some of the percentages are in excess of 100% because multiple certificates may be awarded to an individual.

Educational Gain Benchmarks

The NRS Educational Gain core measures are presented in Tables 11-21. The NRS definition of Educational Gain states "the learner completes or advances one or more educational functioning levels from starting level measured on entry into the program". To determine gain, the learner should be assessed at the time of entry into the program and then at appropriate intervals during the course of instruction. An "advance" or "completion" is recorded if, according to a subsequent assessment, the learner has entry level skills corresponding to one or more educational functioning levels higher than the incoming level in the areas initially used for placement (i.e. reading and/or mathematics). The lowest functioning level is used to make the educational level gain determination.

The data presented in Tables 11-21 provide the benchmark percentage comparisons for each major instructional program and each educational functioning level within each instructional program for all local programs and the state. *(Refer to Exhibit 2 for a chart depicting the relationship between instructional programs and educational functioning levels).*

Adult Basic Education and Adult Secondary Education Benchmarks

The data displayed in Tables 11-14 provide the benchmark percentage comparisons for the Adult Basic Education instructional program and the four (4) educational functioning levels designated for this instructional program. The data displayed in Table 15 provides the benchmark percentage comparison for the Adult Secondary Education instructional program and the one negotiated educational functioning level designated for this instructional program. The results indicated that the **state benchmarks for the educational functioning levels met or exceeded the negotiated benchmarks.**

Iowa's official negotiated benchmark document, signed by the Director of the Office of the United States Department of Education: Division of Adult Education and Literacy (USDE: DAEL), is the document used to compare the negotiated and attained benchmarks results between Program Year 2006 and Program Year 2007: **(Formerly, Iowa's State Plan for Adult Basic Education: extension for each program year was the source for these percentages.)**

- **Table 11 - ABE Beginning Literacy:** The Program Year 2006 benchmark attainment was **50%** as compared to Program Year 2007 benchmark attainment of **62%** which exceeded the negotiated benchmark level of **45%** for Program Year 2007 by **17%**. This benchmark was met or exceeded by 15 out of 15 **(100%)** community colleges with eligible enrollment.
- **Table 12 - ABE Beginning Basic:** The Program Year 2006 benchmark attainment was **54%** as compared to Program Year 2007 benchmark attainment of **74%** which exceeded the negotiated benchmark level of **50%** for Program Year 2007 by **24%**. This benchmark was met or exceeded by 15 out of 15 **(100%)** community colleges.
- **Table 13 - ABE Low Intermediate:** The Program Year 2006 benchmark attainment was **57%** as compared to Program Year 2007 benchmark attainment of **81%** which exceeded the negotiated benchmark level of **53%** for Program Year 2007 by **28%**. This benchmark was met or exceeded by 15 out of 15 **(100%)** community colleges.
- **Table 14 - ABE Intermediate High:** The Program Year 2006 benchmark attainment was **64%** as compared to Program Year 2007 benchmark attainment of **77%** which exceeded the negotiated benchmark level of **62%** for Program Year 2007 by **15%**. This benchmark was met or exceeded by 13 out of 15 **(87%)** community colleges.
- **Table 15 - ASE Low:** The Program Year 2006 benchmark attainment was **78%** as compared to Program Year 2007 benchmark attainment of **81%** which exceeded the negotiated benchmark level of **78%** for Program Year 2007. This benchmark was met or exceeded by 10 out of 15 **(67%)** community colleges.

(Exhibit 2 indicates two educational functioning levels for the Adult Secondary Education instructional program. However, the U.S. Department of Education only negotiates a benchmark percentage for the educational functioning level designated as "ASE Low". The "ASE High" educational functioning level is assumed to be the same level as the number of candidates who receive the state GED credential. This benchmark is referenced in the follow-up core benchmarks).

Table 11

Benchmark Comparison for Educational Functioning Level ABE Beginning Literacy

Program Type: Adult Basic EducationEducational Functioning Level Category: ABE Beg. Literacy

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (45%)
Northeast Iowa Comm. College	14	10	71%	26%
North Iowa Area Comm. College	4	3	75%	30%
Iowa Lakes Community College	0	0	NA	NA
Northwest Iowa Comm. College	10	6	60%	15%
Iowa Central Comm. College	4	3	75%	30%
Iowa Valley Community College Dist.	6	4	67%	22%
Hawkeye Comm. College	5	3	60%	15%
Eastern Iowa Community College Dist.	7	6	86%	41%
Kirkwood Community College	27	13	48%	3%
Des Moines Area Community College	7	6	86%	41%
Western Iowa Tech Comm. College	1	1	100%	55%
Iowa Western Comm. College	7	6	86%	41%
Southwestern Comm. College	19	11	58%	13%
Indian Hills Comm. College	18	9	50%	5%
Southeastern Comm. College	17	9	53%	8%
TOTAL	146	90	62%	17%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 45%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

***Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

Table 12

Benchmark Comparison for Educational Functioning Level ABE Beginning Basic

Program Type: Adult Basic EducationEducational Functioning Level Category: ABE Beg. Basic

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (50%)
Northeast Iowa Comm. College	12	12	100%	50%
North Iowa Area Comm. College	6	6	100%	50%
Iowa Lakes Community College	2	1	50%	0%
Northwest Iowa Comm. College	8	6	75%	25%
Iowa Central Comm. College	7	6	86%	36%
Iowa Valley Community College Dist.	20	16	80%	30%
Hawkeye Comm. College	6	3	50%	0%
Eastern Iowa Community College Dist.	12	11	92%	42%
Kirkwood Community College	31	20	65%	15%
Des Moines Area Community College	18	14	78%	28%
Western Iowa Tech Comm. College	10	7	70%	20%
Iowa Western Comm. College	21	17	81%	31%
Southwestern Comm. College	18	10	56%	6%
Indian Hills Comm. College	34	24	71%	21%
Southeastern Comm. College	22	15	68%	18%
TOTAL	227	168	74%	24%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 50%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

Table 13

Benchmark Comparison for Educational Functioning Level ABE Intermediate Low

Program Type: Adult Basic EducationEducational Functioning Level Category: ABE Int. Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (53%)
Northeast Iowa Comm. College	16	13	81%	28%
North Iowa Area Comm. College	25	20	80%	27%
Iowa Lakes Community College	2	2	100%	47%
Northwest Iowa Comm. College	9	5	56%	3%
Iowa Central Comm. College	24	23	96%	43%
Iowa Valley Community College Dist.	45	34	76%	23%
Hawkeye Comm. College	40	27	68%	15%
Eastern Iowa Community College Dist.	53	48	91%	38%
Kirkwood Community College	53	41	77%	24%
Des Moines Area Community College	45	30	67%	14%
Western Iowa Tech Comm. College	33	23	70%	17%
Iowa Western Comm. College	54	51	94%	41%
Southwestern Comm. College	12	10	83%	30%
Indian Hills Comm. College	70	63	90%	37%
Southeastern Comm. College	43	33	77%	24%
TOTAL	524	423	81%	28%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 53%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

Table 14

Benchmark Comparison for Educational Functioning Level ABE Intermediate High

Program Type: Adult Basic EducationEducational Functioning Level Category: ABE Int. Hi.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (62%)
Northeast Iowa Comm. College	127	87	69%	7%
North Iowa Area Comm. College	137	101	74%	12%
Iowa Lakes Community College	27	23	85%	23%
Northwest Iowa Comm. College	22	15	68%	6%
Iowa Central Comm. College	84	75	89%	27%
Iowa Valley Community College Dist.	147	66	45%	-17%
Hawkeye Comm. College	112	48	43%	-19%
Eastern Iowa Community College Dist.	430	407	95%	33%
Kirkwood Community College	198	166	84%	22%
Des Moines Area Community College	258	228	88%	26%
Western Iowa Tech Comm. College	117	74	63%	1%
Iowa Western Comm. College	165	129	78%	16%
Southwestern Comm. College	49	34	69%	7%
Indian Hills Comm. College	238	188	79%	17%
Southeastern Comm. College	112	73	65%	3%
TOTAL	2,223	1,714	77%	15%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 62%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

Table 15

Benchmark Comparison for Educational Functioning Level ASE Low

Program Type: Adult Secondary EducationEducational Functioning Level Category: ASE Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (78%)
Northeast Iowa Comm. College	47	33	70%	-8%
North Iowa Area Comm. College	59	33	56%	-22%
Iowa Lakes Community College	33	29	88%	10%
Northwest Iowa Comm. College	15	14	93%	15%
Iowa Central Comm. College	62	51	82%	4%
Iowa Valley Community College Dist.	42	10	24%	-54%
Hawkeye Comm. College	73	38	52%	-26%
Eastern Iowa Community College Dist.	191	186	97%	19%
Kirkwood Community College	152	138	91%	13%
Des Moines Area Community College	199	191	96%	18%
Western Iowa Tech Comm. College	91	54	59%	-19%
Iowa Western Comm. College	90	73	81%	3%
Southwestern Comm. College	47	38	81%	3%
Indian Hills Comm. College	105	84	80%	2%
Southeastern Comm. College	83	67	81%	3%
TOTAL	1,289	1,039	81%	3%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 78%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

English-as-a-Second Language Benchmarks

The data displayed in Tables 16-21 provide the benchmark percentage comparisons for the English-as-a-Second Language instructional program and the six (6) educational functioning levels designated for this instructional program. ESL Beginning Basic was divided into two separate levels- ESL Low Beginning and ESL High Beginning. The overall results indicated that:

- The overall state benchmarks for five out of six **(83%)** educational functioning levels met or exceeded the negotiated benchmarks;
- The overall state benchmark for one out of six **(17%)** educational functioning levels fell below the negotiated benchmark.
- **Table 16 - ESL Beginning Literacy:** The Program Year 2006 benchmark attainment was **43%** as compared to Program Year 2007 benchmark attainment of **86%** which exceeded the negotiated benchmark level of **48%** for Program Year 2007 by **38%**. This benchmark was met or exceeded by **100%** of the community colleges with eligible populations.
- **Table 17- ESL Low Beginning:** For program Year 2007, the negotiated benchmark level was **42%**. The attained benchmark level of **84%** was met or exceeded by **100%**, of the community colleges with eligible populations, by **42%**.
- **Table 18- ESL High Beginning:** For program Year 2007, the negotiated benchmark level was **42%**. The attained benchmark level of **78%** was met or exceeded by 15 out of 15 **(100%)** of the community colleges by **36%**.
- **Table 19 - ESL Intermediate Low:** The Program Year 2006 benchmark attainment was **45%** as compared to Program Year 2007 benchmark attainment of **68%** which exceeded the negotiated benchmark level of **48%** for Program Year 2007 by **20%**. This benchmark was met or exceeded by **100%** of community colleges with eligible populations.
- **Table 20 - ESL Intermediate High:** The Program Year 2006 benchmark attainment was **45%** as compared to Program Year 2007 benchmark attainment of **60%** which exceeded the negotiated benchmark attainment level of **44%** for Program Year 2007 by **16%**. This benchmark was met or exceeded by 14 out of 15 **(93%)** community colleges.
- **Table 21 - ESL Advanced:** The Program Year 2006 benchmark attainment was **28%** as compared to Program Year 2007 benchmark attainment of **34%** which **fell below** the negotiated benchmark level of **40%** for Program Year 2007 by **6%**. This benchmark was met or **exceeded** by **50%** of community colleges with eligible populations.

The Program Year 2007 data for Iowa's ESL instructional program has improved significantly over Program Year 2006. **The major reason for the continuous improvement is due to the results of the statewide English Literacy Project.** The major goal of this project was to identify, pilot test and implement appropriate instruments to effectively and reliably measure and report educational functioning level gains and skill level gains in the area of listening. The project was implemented on a statewide basis during Program Year 2003. In addition, the Iowa dept. of education has encouraged and offered particularly in the area of targeted and sustained professional development that supports educating English language learners.

Table 16

Benchmark Comparison for Educational Functioning Level ESL Beginning Literacy

Program Type: English-as-a-Second LanguageEducational Functioning Level Category: ESL Beg. Lit.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (48%)
Northeast Iowa Comm. College	0	0	NA	NA
North Iowa Area Comm. College	1	1	100%	52%
Iowa Lakes Community College	1	1	100%	52%
Northwest Iowa Comm. College	7	7	100%	52%
Iowa Central Comm. College	17	15	88%	40%
Iowa Valley Community College Dist.	43	40	93%	45%
Hawkeye Comm. College	16	15	94%	46%
Eastern Iowa Community College Dist.	19	14	74%	26%
Kirkwood Community College	2	2	100%	52%
Des Moines Area Community College	31	22	71%	23%
Western Iowa Tech Comm. College	10	8	80%	32%
Iowa Western Comm. College	9	8	89%	41%
Southwestern Comm. College	1	1	100%	52%
Indian Hills Comm. College	14	13	93%	45%
Southeastern Comm. College	1	1	100%	52%
TOTAL	172	148	86%	38%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 48%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

Table 17

Benchmark Comparison for Educational Functioning Level ESL Low Beginning

Program Type: English-as-a-Second LanguageEducational Functioning Level Category: ESL Low Beg.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (42%)
Northeast Iowa Comm. College	3	3	100%	58%
North Iowa Area Comm. College	4	4	100%	58%
Iowa Lakes Community College	2	2	100%	58%
Northwest Iowa Comm. College	11	10	91%	49%
Iowa Central Comm. College	29	21	72%	30%
Iowa Valley Community College Dist.	48	42	88%	46%
Hawkeye Comm. College	26	25	96%	54%
Eastern Iowa Community College Dist.	7	6	86%	44%
Kirkwood Community College	3	3	100%	58%
Des Moines Area Community College	54	45	83%	41%
Western Iowa Tech Comm. College	28	18	64%	22%
Iowa Western Comm. College	7	7	100%	58%
Southwestern Comm. College	1	1	100%	58%
Indian Hills Comm. College	11	10	91%	49%
Southeastern Comm. College	0	0	NA	NA
TOTAL	234	197	84%	42%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 42%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

Table 18

Benchmark Comparison for Educational Functioning Level ESL High Beginning

Program Type: English-as-a-Second LanguageEducational Functioning Level Category: ESL High Beg.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (42%)
Northeast Iowa Comm. College	11	10	91%	49%
North Iowa Area Comm. College	2	2	100%	58%
Iowa Lakes Community College	4	4	100%	58%
Northwest Iowa Comm. College	19	16	84%	42%
Iowa Central Comm. College	75	61	81%	39%
Iowa Valley Community College Dist.	78	58	74%	32%
Hawkeye Comm. College	43	37	86%	44%
Eastern Iowa Community College Dist.	34	32	94%	52%
Kirkwood Community College	24	13	54%	12%
Des Moines Area Community College	177	132	75%	33%
Western Iowa Tech Comm. College	65	41	63%	21%
Iowa Western Comm. College	18	15	83%	41%
Southwestern Comm. College	7	5	71%	29%
Indian Hills Comm. College	40	37	93%	51%
Southeastern Comm. College	4	4	100%	58%
TOTAL	601	467	78%	36%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 42%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

Table 19

Benchmark Comparison for Educational Functioning Level ESL Intermediate Low

Program Type: English-as-a-Second Language

Educational Functioning Level Category: ESL Int. Low

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (48%)
Northeast Iowa Comm. College	19	13	68%	20%
North Iowa Area Comm. College	23	19	83%	35%
Iowa Lakes Community College	11	8	73%	25%
Northwest Iowa Comm. College	24	16	67%	19%
Iowa Central Comm. College	47	37	79%	31%
Iowa Valley Community College Dist.	75	56	75%	27%
Hawkeye Comm. College	45	32	71%	23%
Eastern Iowa Community College Dist.	36	29	81%	33%
Kirkwood Community College	43	27	63%	15%
Des Moines Area Community College	249	161	65%	17%
Western Iowa Tech Comm. College	63	31	49%	1%
Iowa Western Comm. College	13	9	69%	21%
Southwestern Comm. College	13	8	62%	14%
Indian Hills Comm. College	40	31	78%	30%
Southeastern Comm. College	4	3	75%	27%
TOTAL	705	480	68%	20%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 48%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

***** Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

Table 20

Benchmark Comparison for Educational Functioning Level ESL Intermediate High

Program Type: English-as-a-Second LanguageEducational Functioning Level Category: ESL Int. High

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (44%)
Northeast Iowa Comm. College	16	14	88%	44%
North Iowa Area Comm. College	20	15	75%	31%
Iowa Lakes Community College	3	2	67%	23%
Northwest Iowa Comm. College	4	2	50%	6%
Iowa Central Comm. College	29	18	62%	18%
Iowa Valley Community College Dist.	38	23	61%	17%
Hawkeye Comm. College	39	22	56%	12%
Eastern Iowa Community College Dist.	32	28	88%	44%
Kirkwood Community College	37	17	46%	2%
Des Moines Area Community College	163	88	54%	10%
Western Iowa Tech Comm. College	40	20	50%	6%
Iowa Western Comm. College	11	10	91%	47%
Southwestern Comm. College	3	2	67%	23%
Indian Hills Comm. College	20	14	70%	26%
Southeastern Comm. College	3	1	33%	-11%
TOTAL	458	276	60%	16%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 44%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

****Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

*** **Source:** State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

Table 21

Benchmark Comparison for Educational Functioning Level ESL Advanced

Program Type: English-as-a-Second LanguageEducational Functioning Level Category: ESL Adv.

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**NUMBER COMPLETED LEVEL	***PERCENT COMPLETING LEVEL	% BELOW OR ABOVE STATE BENCH MARK (40%)
Northeast Iowa Comm. College	14	2	14%	-26%
North Iowa Area Comm. College	1	1	100%	60%
Iowa Lakes Community College	2	0	0%	-40%
Northwest Iowa Comm. College	17	7	41%	1%
Iowa Central Comm. College	24	18	75%	35%
Iowa Valley Community College Dist.	19	1	5%	-35%
Hawkeye Comm. College	19	2	11%	-29%
Eastern Iowa Community College Dist.	10	8	80%	40%
Kirkwood Community College	47	19	40%	0%
Des Moines Area Community College	106	34	32%	-8%
Western Iowa Tech Comm. College	32	4	13%	-28%
Iowa Western Comm. College	6	3	50%	10%
Southwestern Comm. College	1	1	100%	60%
Indian Hills Comm. College	16	6	38%	-3%
Southeastern Comm. College	0	0	NA	NA
TOTAL	314	106	34%	-6%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome measure of "Educational Gains". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 40%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column B.

**Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column D.

*** Source: State Aggregated NRS Report for Program Year 2007: Table 4B, Column H.

Core Follow-up Measure Benchmarks

The intent of the NRS core follow-up measures is to determine how many learners actually achieved their stated goals after exiting the adult literacy education program in the areas of: (1) employability, (2) obtaining a state issued GED based credential or adult high school diploma, and (3) placement in postsecondary education or training. The employability follow-up core measures are divided into: (1) entered employment, and (2) retained employment.

Data Matching Methodologies

The results for the NRS core follow-up measure were obtained by data matching the state level Iowa adult literacy electronic program file for Program Year 2007 with other relevant data bases. Data matching refers to the procedures where two or more state agencies pool and share data on a common group of participants. The data consist of individual records collected by each of the agencies that can be linked through a common identifier, typically a Social Security number. Matching the pooled data using the common identifier produces a new individual record or an aggregated data report containing data from one or more of the additional agencies.

Data matching methods are particularly well suited for studying outcomes that occur some time after program participation. Given the follow-up mandates of the NRS, the data matching methodology is the ideal way for studying the core follow-up measures. The major advantage of data matching is that it is significantly less costly and time consuming than the local program survey methodology and provides valid, accurate and reliable data.

The Iowa Department of Education utilized the decentralized or *data harvesting* model of data matching whereby each agency maintains its own data records and each separate agency requests matches from the agency with the needed data. In order to data match with an outside agency, the requesting agency sends records containing Social Security numbers and other data needed for the analysis to another agency, along with the format of the data tables needed. The outside agency makes the matches and reports the data in the requested format. For example, in order to obtain GED test results, the state sends Social Security numbers of students who had a goal of passing the GED tests, along with the demographic and program information, to the state agency that conducts GED testing. The testing agency would match the records to produce a report on the number and characteristics of students who passed the GED tests.

The Iowa Department of Education utilized the following agencies, referenced in Exhibit 14, to obtain data match results for the NRS core follow-up measures.

Exhibit 4

Data Matching Schema for the NRS Follow-up Core Measures

Core Follow-up Measure	Agency	Data Base for Data Matching
Entered Employment	Iowa Workforce Development	Customer Tracking System (Base and Wage File)
Retained Employment	Iowa Workforce Development	Customer Tracking System (Base and Wage File)
Obtained GED or Adult Secondary School Diploma	GEDScoring.Com website	GEDScoring.Com Iowa GED Diploma File
Postsecondary Education or Training	Iowa Department of Education	Iowa Community College MIS File

Core Follow-up Measure Results

Iowa's official negotiated benchmark document, signed by the Director of the Office of the United States Department of Education: Division of Adult Education and Literacy (USDE: DAEL), is the document used to compare the negotiated and attained benchmarks results between Program Year 2006 and Program Year 2007: **(Formerly, Iowa's State Plan for Adult Basic Education: extension for each program year was the source for these percentages.)**

The NRS core follow-up measure results are presented for Tables 22-25.

- The data displayed in **Table 22** provides the benchmark percentage comparison for the "Entered Employment" follow-up measure. The results indicated that **the state benchmark exceeded the negotiated benchmark (78%) by 1%**. A comparison of benchmark attainment results between Program Year 2006 and Program Year 2007 indicated that the attainment level decreased by 2% from **81%** in Program Year 2006 to **79%** in Program Year 2007. This benchmark was met or exceeded by **5 out of 15 (33%)** of the community colleges.
- The data displayed in **Table 23** provides the benchmark percentage comparison for the "Retained Employment" follow-up measure. The results indicated that the **state benchmark fell short of the negotiated benchmark (90%) by 9%**. A comparison of benchmark attainment results between Program Year 2006 and Program Year 2007 indicated that the attainment level decreased from **89%** in Program Year 2006 to **81%** in Program Year 2007. This benchmark was not met by any of the 15 community colleges.
- The data displayed in **Table 24** provides the benchmark percentage comparison for the "Obtained a GED or Secondary School Diploma" follow-up measure. The results indicated that the **state benchmark exceeded the negotiated benchmark (80%) by 14%**. A comparison of benchmark attainment results between Program Year 2006 and Program Year 2007 indicated that the attainment level rose 5% from **89%** for Program Year 2006 to **94%** for Program Year 2007. This benchmark was met or exceeded by **14 out of 15 (93%)** community colleges.
- The data displayed in **Table 25** provides the benchmark percentage comparison for the "Entered Postsecondary Education or Training" follow-up measure. The results indicated that the **state met the negotiated benchmark (56%)**. A comparison of benchmark attainment results between Program Year 2006 and Program Year 2007 indicated that the attainment level **increased from 51%** for Program Year 2006 to **56%** for Program Year 2007.⁵ This benchmark was met or exceeded by **10 out of 15 (67%)** community colleges.

⁵ *The data match results for Program Year 2007 included both credit and non-credit enrollees. The data match results indicated that the credit enrollees accounted for 56% (N=315) of the total and the non-credit enrollees accounted for 44% (N=250) of the total for a data match count of 565.*

Table 22

Iowa's Results for NRS Core Follow-up Measure "Entered Employment"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR ENTERED EMPLOYMENT	PERCENT ENTERED EMPLOYMENT	PERCENT BELOW OR ABOVE STATE BENCH MARK (78%)
Northeast Iowa Comm. College	3	3	100%	22%
North Iowa Area Comm. College	22	17	77%	-1%
Iowa Lakes Community College	2	2	100%	22%
Northwest Iowa Comm. College	20	13	65%	-13%
Iowa Central Comm. College	8	6	75%	-3%
Iowa Valley Community College Dist.	31	21	68%	-10%
Hawkeye Comm. College	30	21	70%	-8%
Eastern Iowa Community College Dist.	95	72	76%	-2%
Kirkwood Community College	43	33	77%	-1%
Des Moines Area Community College	47	36	77%	-1%
Western Iowa Tech Comm. College	29	25	86%	8%
Iowa Western Comm. College	14	9	64%	-14%
Southwestern Comm. College	9	8	89%	11%
Indian Hills Comm. College	126	116	92%	14%
Southeastern Comm. College	60	46	77%	-1%
TOTAL	539	428	79%	1%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Entered Employment". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 78%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2007: Table 5, Column D.

**Source: Data match results between the State Aggregated NRS Report for Program Year 2007 and the Iowa Workforce Development's Customer Tracking System (Base and Wage File) for the time period of January 1, 2007 through December 30, 2007.

Table 23

Iowa's Results for NRS Core Follow-up Measure "Retained Employment"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR RETAINED EMPLOYMENT	PERCENT RETAINED EMPLOYMENT	PERCENT BELOW OR ABOVE STATE BENCH MARK (90%)
Northeast Iowa Comm. College	16	13	81%	-9%
North Iowa Area Comm. College	37	31	84%	-6%
Iowa Lakes Community College	11	9	82%	-8%
Northwest Iowa Comm. College	23	17	74%	-16%
Iowa Central Comm. College	69	57	83%	-7%
Iowa Valley Community College Dist.	23	12	52%	-38%
Hawkeye Comm. College	85	74	87%	-3%
Eastern Iowa Community College Dist.	88	74	84%	-6%
Kirkwood Community College	161	139	86%	-4%
Des Moines Area Community College	18	13	72%	-18%
Western Iowa Tech Comm. College	24	16	67%	-23%
Iowa Western Comm. College	41	28	68%	-22%
Southwestern Comm. College	13	11	85%	-5%
Indian Hills Comm. College	140	113	81%	-9%
Southeastern Comm. College	57	48	84%	-6%
TOTAL	806	655	81%	-9%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Retained Employment". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 90%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2007: Table 5, Column D.

****Source:** Data match results between the State Aggregated NRS Report for Program Year 2007 and the Iowa Workforce Development's Customer Tracking System (Base and Wage File) for the time period of January 1, 2007 through December 30, 2007.

Table 24

Iowa's Results for NRS Core Follow-up Measure "Obtained a GED or Secondary School Diploma"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS FOR OBTAINED GED OR ADULT HIGH SCHOOL DIPLOMA	PERCENT OBTAINED GED OR ADULT HIGH SCHOOL DIPLOMA	% BELOW OR ABOVE STATE BENCH MARK (80%)
Northeast Iowa Comm. College	98	96	98%	18%
North Iowa Area Comm. College	56	56	100%	20%
Iowa Lakes Community College	51	50	98%	18%
Northwest Iowa Comm. College	33	26	79%	-1%
Iowa Central Comm. College	88	87	99%	19%
Iowa Valley Community College Dist.	85	82	96%	16%
Hawkeye Comm. College	167	165	99%	19%
Eastern Iowa Community College Dist.	507	467	92%	12%
Kirkwood Community College	264	218	83%	3%
Des Moines Area Community College	400	393	98%	18%
Western Iowa Tech Comm. College	128	123	96%	16%
Iowa Western Comm. College	99	89	90%	10%
Southwestern Comm. College	39	38	97%	17%
Indian Hills Comm. College	141	140	99%	19%
Southeastern Comm. College	150	149	99%	19%
TOTAL	2,306	2,179	94%	14%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Obtained GED or Secondary School Diploma". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 80%. The last column indicates the percentage points above or below the state benchmark for each community college district.

***Source:** State Aggregated NRS Report for Program Year 2007: Table 5, Column D.

****Source:** Data match results between the State Aggregated NRS Report for Program Year 2007 and Iowa's GED candidate data base at GEDScoring.COM.

Table 25

Iowa's Results for NRS Core Follow-up Measure "Entered Postsecondary Education or Training"

COMMUNITY COLLEGE DISTRICT NAME	*ELIGIBLE POPULATION ENROLLMENT	**DATA MATCH RESULTS ENTERED POST-SECONDARY EDUCATION OR TRAINING	PERCENT ENTERED POST-SECONDARY EDUCATION OR TRAINING	PERCENT BELOW OR ABOVE STATE BENCH MARK (56%)
Northeast Iowa Comm. College	20	15	75%	19%
North Iowa Area Comm. College	7	6	86%	30%
Iowa Lakes Community College	14	8	57%	1%
Northwest Iowa Comm. College	10	2	20%	-36%
Iowa Central Comm. College	10	8	80%	24%
Iowa Valley Community College Dist.	13	0	0%	-56%
Hawkeye Comm. College	23	12	52%	-4%
Eastern Iowa Community College Dist.	171	103	60%	4%
Kirkwood Community College	72	54	75%	19%
Des Moines Area Community College	141	51	36%	-20%
Western Iowa Tech Comm. College	18	12	67%	11%
Iowa Western Comm. College	22	19	86%	30%
Southwestern Comm. College	8	7	88%	32%
Indian Hills Comm. College	15	9	60%	4%
Southeastern Comm. College	21	9	43%	-13%
TOTAL	565	315	56%	0%

The data presented in this chart is a mandated benchmark of the National Reporting System's (NRS) core outcome follow-up measure of "Entered Post-Secondary Education or Training". The negotiated state level benchmark between the Iowa Department of Education and the U.S. Department of Education: Division of Adult Education and Literacy for Program Year 2007 was 56%. The last column indicates the percentage points above or below the state benchmark for each community college district.

*Source: State Aggregated NRS Report for Program Year 2007: Table 5, Column D.

**Source: Data match results between the State Aggregated NRS Report for Program Year 2007, the Iowa Department of Education's Community College MIS for the first quarter of Program Year 2007 (July 1, 2007 – September 30, 2007).

BENCHMARK ANALYSIS

The purpose of this section of the report is to present an analysis and summary of benchmark attainment for Program Year 2007. This section documents the overall benchmark performance for each local program and each benchmark. The analysis results are displayed in summary Tables 29-32.

- **Table 26** provides a **descriptive representation** of the 20 benchmarks and which ones have been met by each Community College.
- **Table 27** provides a **numerical analysis** of the number of community college districts for each benchmark which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.
- **Table 28** provides a **percentage analysis** of the percent of benchmarks for each community college district which was: (1) above the state negotiated benchmark level, (2) below the state negotiated benchmark level, and (3) no data reported.
- **Table 29** provides a **descriptive analysis** of the state and federal benchmark performance indicators for Iowa's Adult Literacy Program.

Table 26

Benchmark Performance Reported by Iowa's Community College Districts

COMMUNITY COLLEGE DISTRICT NAME	ABE	ESL	ASE	Beg Lit ABE	Beg ABE	Low Int ABE	High Int ABE	Low ASE	Beg Lit ESL	Low Beg ESL	High Beg ESL	Low Int ESL	High Int ESL	ADV ESL	Ent Empl	Job Ret	Earn GED/ HS Dip	Enter PS Ed	GED Pass rate	Basic Skills Cred	# BM Met
Northeast Iowa Comm. College	Y	Y	N	Y	Y	Y	Y	N	NA	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	15
North Iowa Area Comm. College	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	17
Iowa Lakes Community College	Y	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	17
Northwest Iowa Comm. College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	Y	Y	16
Iowa Central Comm. College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	18
Iowa Valley Community College Dist.	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	N	N	N	Y	N	Y	Y	14
Hawkeye Comm. College	N	Y	N	Y	Y	Y	N	N	Y	Y	Y	Y	Y	N	N	N	Y	N	Y	Y	12
Eastern Iowa Community College Dist.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	18
Kirkwood Community College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	18
Des Moines Area Community College	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	N	Y	N	13
Western Iowa Tech Comm. College	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	17
Iowa Western Comm. College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	18
Southwestern Comm. College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	19
Indian Hills Comm. College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	18
Southeastern Comm. College	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA	Y	Y	N	NA	N	N	Y	N	Y	Y	14

Table 27

Benchmark Performance Reported By the Number Above Benchmark Level, Number Below Benchmark Level and Number With No Data Reported Referenced by Iowa Community College District

Column A	Column B	Column C	Column D (Col. B + Col. C)	Column E	Column F (Col. D + Col. E)
COMMUNITY COLLEGE DISTRICT	NUMBER ABOVE BENCHMARK LEVEL	NUMBER BELOW BENCHMARK LEVEL	NUMBER OF BENCHMARKS REPORTED	NUMBER OF BENCHMARKS NO DATA REPORTED	TOTAL NUMBER OF BENCHMARKS
Northeast Iowa Comm. College	15	4	19	1	20
North Iowa Area Comm. College	17	3	20	0	20
Iowa Lakes Community College	17	2	19	1	20
Northwest Iowa Comm. College	16	4	20	0	20
Iowa Central Comm. College	18	2	20	0	20
Iowa Valley Community College Dist.	14	6	20	0	20
Hawkeye Comm. College	12	8	20	0	20
Eastern Iowa Community College Dist.	18	2	20	0	20
Kirkwood Community College	18	2	20	0	20
Des Moines Area Community College	13	7	20	0	20
Western Iowa Tech Comm. College	17	3	20	0	20
Iowa Western Comm. College	18	2	20	0	20
Southwestern Comm. College	19	1	20	0	20
Indian Hills Comm. College	18	2	20	0	20
Southeastern Comm. College	14	4	18	2	20

Source: State Aggregated NRS Report: Program Year 2007; Tables 4B and 5

Table 28

Benchmark Performance Reported by the Percent Above Benchmark Level, Percent Below Benchmark Level and Percent No Data Reported Referenced by Iowa Community College District

Column A	Column B	Column C	Column D	Column E (Col. B + Col. C)*
COMMUNITY COLLEGE DISTRICT	PERCENT OF REPORTED BENCHMARKS MET	PERCENT OF REPORTED BENCHMARKS NOT MET	PERCENT OF BENCHMARKS WITH NO DATA TO REPORT	PERCENT OF BENCHMARKS WITH DATA TO REPORT
Northeast Iowa Comm. College	79%	21%	5%	95%
North Iowa Area Comm. College	85%	15%	0%	100%
Iowa Lakes Community College	89%	11%	5%	95%
Northwest Iowa Comm. College	80%	20%	0%	100%
Iowa Central Comm. College	90%	10%	0%	100%
Iowa Valley Community College Dist.	70%	30%	0%	100%
Hawkeye Comm. College	60%	40%	0%	100%
Eastern Iowa Community College Dist.	90%	10%	0%	100%
Kirkwood Community College	90%	10%	0%	100%
Des Moines Area Community College	65%	35%	0%	100%
Western Iowa Tech Comm. College	85%	15%	0%	100%
Iowa Western Comm. College	90%	10%	0%	100%
Southwestern Comm. College	95%	5%	0%	100%
Indian Hills Comm. College	95%	5%	0%	100%
Southeastern Comm. College	78%	22%	10%	90%

Source: State Aggregated NRS Report: Program Year 2007; Tables 4B and 5

*Columns B and C represent 100% of the Benchmarks with data to report.

*Column D represents those Benchmarks in which there is no data to report.

*Column E represents the percentage of benchmarks with data to report.

Table 29

Benchmark Performance for Iowa's Adult Literacy Program (Program Year 2007)

Column A	Column B	Column C	Column D	Column E (Col. C + Col. D)	Column F	Column G
INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	NUMBER OF COMMUNITY COLLEGES ABOVE BENCHMARK LEVEL	NUMBER OF COMMUNITY COLLEGES BELOW BENCHMARK LEVEL	NUMBER OF COMMUNITY COLLEGES REPORTING	NUMBER OF COMMUNITY COLLEGES NO DATA REPORTED	TOTAL NUMBER OF COMMUNITY COLLEGES
STATE BENCHMARKS						
Pre/Post Assessment by Instructional Program						
Adult Basic Education (ABE)		13	2	15	0	15
English As-A-Second Language (ESL)		15	0	15	0	15
Adult Secondary Education (ASE)		12	3	15	0	15
OTHER STATE BENCHMARKS						
GED Pass Rate		15	0	15	0	15
Basic Skills Credential Increase		14	1	15	0	15
INSTRUCTIONAL PROGRAM (NRS Benchmarks)						
ADULT BASIC EDUCATION (ABE)	ABE Beginning Literacy	14	0	14	1	15
	ABE Beginning Basic	15	0	15	0	15
	ABE Intermediate Low	15	0	15	0	15
	ABE Intermediate High	13	2	15	0	15
ADULT SECONDARY EDUCATION (ASE)	ASE Low	10	5	0	0	15
ENGLISH AS-A SECOND LANGUAGE (ESL)	ESL Beginning Literacy	14	0	14	1	15
	ESL Beginning Low	14	0	14	1	15
	ESL Beginning High	15	0	15	0	15
	ESL Intermediate Low	15	0	15	0	15
	ESL Intermediate High	14	1	14	0	15
	ESL Advanced	7	7	14	1	15
FOLLOW-UP MEASURES (NRS Benchmarks)						
Entered Employment		5	10	15	0	15
Retained Employment		0	15	15	0	15
Obtained a GED or Secondary School Diploma		14	1	15	0	15
Entered Postsecondary Education Or Training		10	5	15	0	15

Source: State Aggregated NRS Report: Program Year 2007; Tables 4B and 5
Iowa's Community College Basic Literacy Skills Credential Program Annual Report: Program Year 2007; Tables 1-2

Observations and Summary

The purpose of this section is to summarize the benchmark results for Program Year 2007 and to provide observations which can serve as the basis for continuous program improvement. The following observations provide a summary of benchmark attainment:

State Benchmarks

The five (5) state benchmarks for Iowa's Adult Literacy Program include the pre/post assessment percentages for (1) Adult Basic Education (2) Adult Secondary Education (3) English as a Second Language (4) GED pass rate and (5) Basic Skills Certificate. Iowa's Adult Literacy Program met or exceeded **4 out of 5 (80%)** of the state mandated benchmarks. The following summary includes the results for Iowa's Adult Literacy program state benchmarks:

- The Adult Basic Education attained pre/post assessment percentage was **84%** and did not meet the negotiated **86%**.
- The Adult Secondary Education attained pre/post assessment percentage was **91%** and exceeded the negotiated **88%**.
- The English-as-a-Second-Language (ESL) attained pre/post assessment percentage was **64%** which exceeded the negotiated **53%**.
- The GED pass rate for Program Year 2007 attained **99%** which exceeded the negotiated rate of **96%**.
- The Iowa Basic Skills Credential Certificates awarded attained **76%** which exceeded the negotiated **52%**.
- The goal for Program Year 2008 is to meet 5 out of 5 state mandated benchmarks, and specifically, the Adult Basic Education pre/post assessment benchmark in order to facilitate increases in the Adult Basic Education educational functioning level gains reported within the USDE: DAEL negotiated "Total Enrollment" categories.

NRS Mandated Benchmarks

The NRS core outcome measures, negotiated with USDE: DAEL are:

- Performance Measure I – Demonstrated Improvement in Literacy Skills
 - Adult Basic and Secondary Education
 - Four (4) Adult Basic Educational Functioning Levels
 - One (1) Adult Secondary Educational Functioning Level
 - English Literacy or English-as-a-Second-Language
 - Six (6) English Literacy or English-as-a-Second-Language Levels
- Performance Measure II – High School Completion
- Performance Measure III – Entered Post Secondary Education or Training
- Performance Measure IV – Entered Employment
- Performance Measure V – Retained Employment

Iowa's Adult Literacy Program met or exceeded **9 out of 15 (60%)** of the NRS core outcome measures negotiated with USED: DAEL. The following summary includes Iowa's Adult Literacy Program statewide results for Performance Measure I – Demonstrated Improvement in Literacy Skills:

- Adult Basic Education Beginning Literacy – **48%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which exceeded the negotiated target of **45%**.
- Adult Basic Education Beginning Basic – **64%** of program enrollees completed or advanced the educational functioning level which exceeded the negotiated target of **50%**.
- Adult Basic Education Low Intermediate – **64%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which exceeded the negotiated target of **53%**.
- Adult Basic Education High Intermediate – **66%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which exceeded the negotiated target of **62%**.
- Adult Secondary Education Low – **72%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which did not meet the negotiated target of **78%**.
- English Literacy or English-as-a-Second-Language Beginning Literacy – **36%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which did not meet the negotiated target of **48%**.
- English Literacy or English-as-a-Second-Language Low Beginning – **50%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which met or exceeded the negotiated target of **42%**.
- English Literacy or English-as-a-Second-Language High Beginning – **54%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which met or exceeded the negotiated target of **42%**.
- English Literacy or English-as-a-Second-Language Low Intermediate – **45%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which did not meet the negotiated target of **48%**.
- English Literacy or English-as-a-Second-Language High Intermediate – **42%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which did not meet the negotiated target of **44%**.
- English Literacy or English-as-a-Second-Language Advanced – **21%** of program enrollees in the “Total Enrollment” category completed or advanced the educational functioning level which did not meet the negotiated target of **40%**.
- Obtained GED or Secondary School Diploma – **94%** of the program enrollees entering with the goal of “Obtain GED or Secondary School Diploma” met the goal within program year 2007 which met the negotiated target of **80%**.
- Entered Postsecondary Education or Training – **56%** of the program enrollees entering with a goal of “Enter Postsecondary Education or Training” met the goal within program year 2007 which met the negotiated target of **56%**.
- Entered Employment – **79%** of the program enrollees entering with a goal of “Entering Employment” met the goal within the data matching parameters which exceeded the negotiated target of **78%**.
- Retained Employment – **81%** of the program enrollees entering with a goal of “Retain Employment” met the goal within the data matching parameters which did not meet the negotiated target of **90%**.

Areas Needing Improvement:

- **ASE Low:** The Program Year 2006 benchmark attainment was **78%** as compared to Program Year 2007 benchmark attainment of **72%** which did not meet the negotiated benchmark attainment level of **78%** for Program Year 2007. This benchmark was met or exceeded by 10 out of 15 **(67%)** Community Colleges. English-as-a-Second Language Benchmarks
- Of the six educational functioning levels within the English-as-a-Second Language instructional program 4 out of 6 **(67%) fell below the negotiated benchmark in the “total enrollment” category.**
- For the “Retained Employment” follow-up measure. The results indicated that the **state benchmark fell short of the negotiated benchmark (90%) by 9%.** A comparison of benchmark attainment results between Program Year 2006 and Program Year 2007 indicated that the attainment level decreased from **89%** in Program Year 2006 to **81%** in Program Year 2007. This benchmark was not met or exceeded by any of the 15 community colleges.

Program Year 2007 was the seventh year that Iowa's statewide adult literacy program has reported benchmarks based on aggregated state data which met all of the NRS criteria. The main area of focus for benchmark improvement during Program Year 2007 was the significant increase in the pre/post assessment percentages for the ABE instructional program. The main area of focus for benchmark improvement during Program Year 2008 will be the significant increase in the pre/post assessment percentage for the ABE instructional program, educational functioning level gains for the “Total Enrollment Category for (1) ASE Low (2) ESL Beginning Literacy (3) ESL Low Intermediate (4) ESL High Intermediate (5) ESL Advanced and the NRS Core follow-up measure (6) “Retained Employment”.

SECTION II - IOWA'S COMMUNITY COLLEGE GED PROGRAM

IOWA'S COMMUNITY COLLEGE GED PROGRAM RESULTS

Key Points About 2006 Iowa Statistics (Source: Data, Figures and Appendices cited are from the 2006 GED Testing Program Statistical Report- <http://www.acenet.edu/bookstore/pdf/GEDASR06.pdf>):

- In Iowa, the percentage of adults without a high school diploma is in the 12.6-15% range. (Figure 1)
- In Iowa, the percentage of adults without a high school diploma who took the GED tests in 2006 fall in the 1.6-2% range. (Figure 3)
- Of the target population of 289,280 adults without a high school diploma, 5,754 candidates tested, 3,683 completed the tests, and 3,632 passed, which is a 98.6% pass-rate. (Table 2 and Figure 6)
- 1.3% of the target population completed and passed the GED Battery of Tests. **This is the highest pass-rate in the U.S. and Canada. (Table 2)**
- The average candidate age in 2006 was 25. (Appendix B)
- Of the 5,754 GED candidates in Iowa in 2006, 55.5% were male; 44.5% were female. (Appendix C)
- Candidates identified themselves as 7.1% Hispanic; 1.6% American Indian or Alaskan Native; 0.9% Asian; 12.8% African American; 0.1% Pacific Islander or Hawaiian; and 77.5% white. (Appendix D)
- The average highest grade completed by the candidates was 11th grade; the average number of years out of school was 7.6 years. (Appendix E and Appendix F)
- Candidates indicated the top 5 reasons for testing as: personal satisfaction (54%), get a better job (40.3%), attend a two-year college (28.2%), be a positive role model (19.6%), and attend a four-year college (13.4%). (Appendix G1)
- The Iowa mean scores in each of the five tests were: writing-510, social studies-536, reading-565, science-562, and math-504. (Appendix H1 and H2)
- There was a 5.4% decrease in the number of candidates tested with 6,080 testing in 2005 and 5,754 testing in 2006. (Appendix I)
- Of the 5,754 tested in 2006, 64% completed; **98.6%** passed. The U.S. Overall Pass Rate for 2006 was 68.7%. (Appendix I)
- The average age of the passing student was 23.9 years. (Appendix J)
- 33 GED candidates tested in Spanish; 6 candidates used the audiocassette special edition. (Appendix Q and R)

Graph 1

Comparison of Total Number of Iowa GED Candidates Tested and Number of GED Candidates Who Received the Iowa High School Equivalency Diploma from Calendar Years 1980-2007*

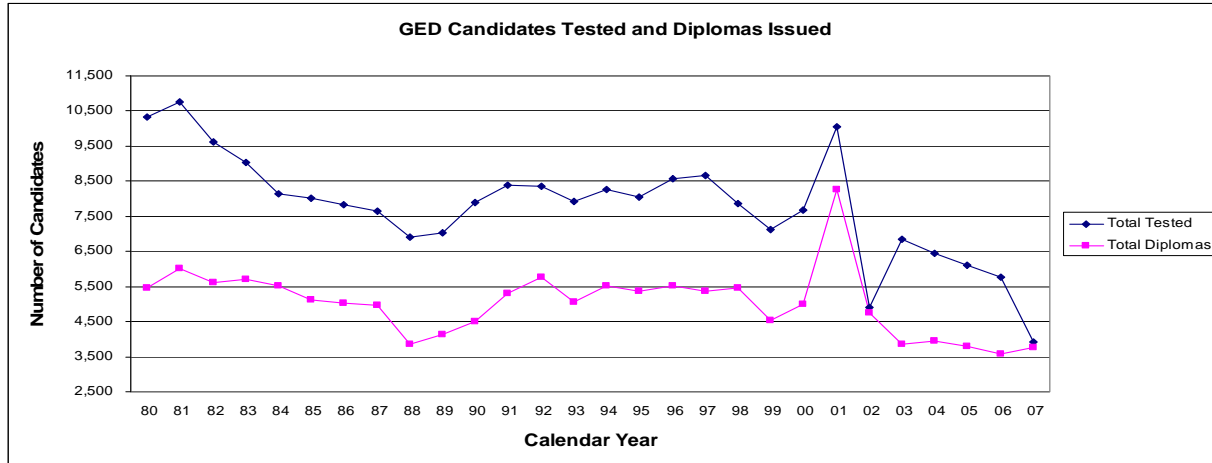


Exhibit 5

Iowa's GED Program; Total Number of GED Students Tested and Total Number of GED Diplomas Awarded for Program Years 1960 through 2007

Calendar Yr	Total Tested	Total Diplomas	Calendar Yr	Total Tested	Total Diplomas
1980	10,342	5,452	1994	8,277	5,525
1981	10,753	6,024	1995	8,044	5,372
1982	9,635	5,602	1996	8,566	5,525
1983	9,035	5,710	1997	8,666	5,377
1984	8,147	5,531	1998	7,871	5,448
1985	8,003	5,106	1999	7,120	4,544
1986	7,832	5,036	2000	7,666	4,983
1987	7,650	4,957	2001	10,061	8,259
1988	6,902	3,858	2002	4,915	4,763
1989	7,027	4,126	2003	6,845	3,845
1990	7,909	4,497w	2004	6,458	3,958
1991	8,373	5,305	2005	6,109	3,784
1992	8,348	5,764	2006	5,769	3,592
1993	7,917	5,063	2007*	4,066	3,750

*- Source- GED Testing Service

Graph 2

Iowa's GED Pass Rate from 1980 - 2007

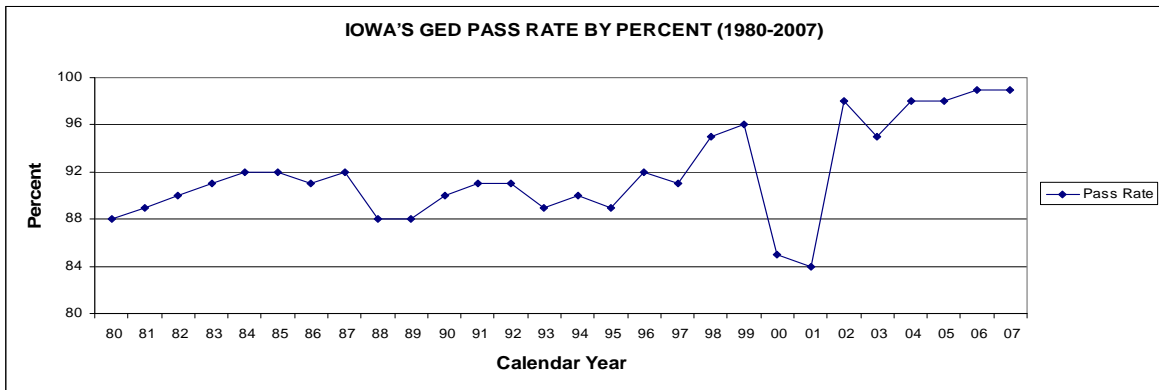


Exhibit 6

Iowa's GED Program: Annual Percentage Pass Rate from Program Year 1960 through Program Year 2007

Calendar Yr	Pass Rate	Calendar Yr	Pass Rate	Calendar Yr	Pass Rate
1980	88	1990	90	2000	85
1981	89	1991	91	2001	84
1982	90	1992	91	2002	98
1983	91	1993	89	2003	95
1984	92	1994	90	2004	98
1985	92	1995	89	2005	98
1986	91	1996	92	2006	99
1987	92	1997	91	2007	99
1988	88	1998	95		
1989	88	1999	96		

Graph 3

**Iowa's GED Test Score Mean Compared to National Mean
for Subtests and Overall Test Battery for GED Passers**

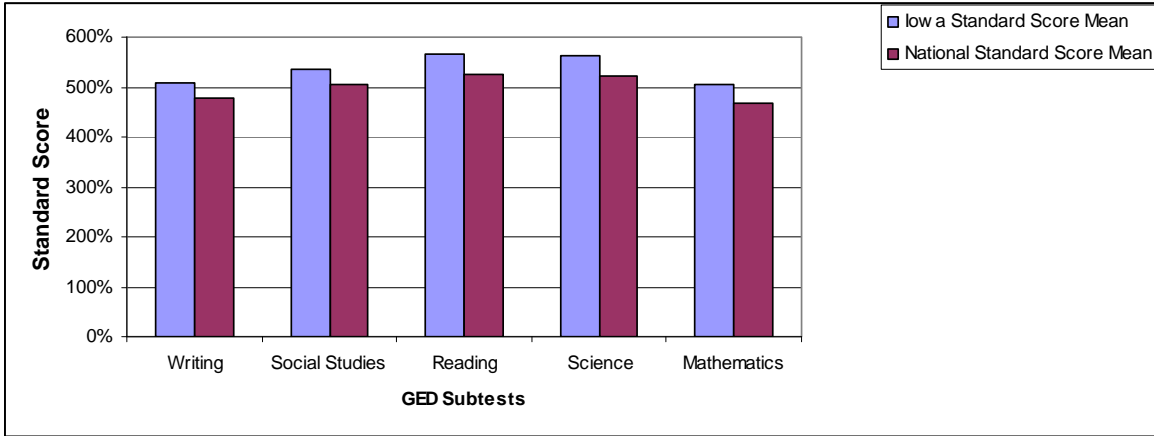


Exhibit 7

Relationship Between Iowa and National Standard Score Means for Five GED Subtests

<u>GED Subtest</u>	<u>Iowa Standard Score Mean</u>	<u>National Standard Score Mean</u>	<u>Difference</u>
Writing	510	477	33
Social Studies	536	504	32
Reading	565	525	40
Science	562	523	39
Mathematics	504	468	36

Graph 4

Iowa's Pass Rates Compared to National Pass Rates for GED Subtests for all GED Candidates

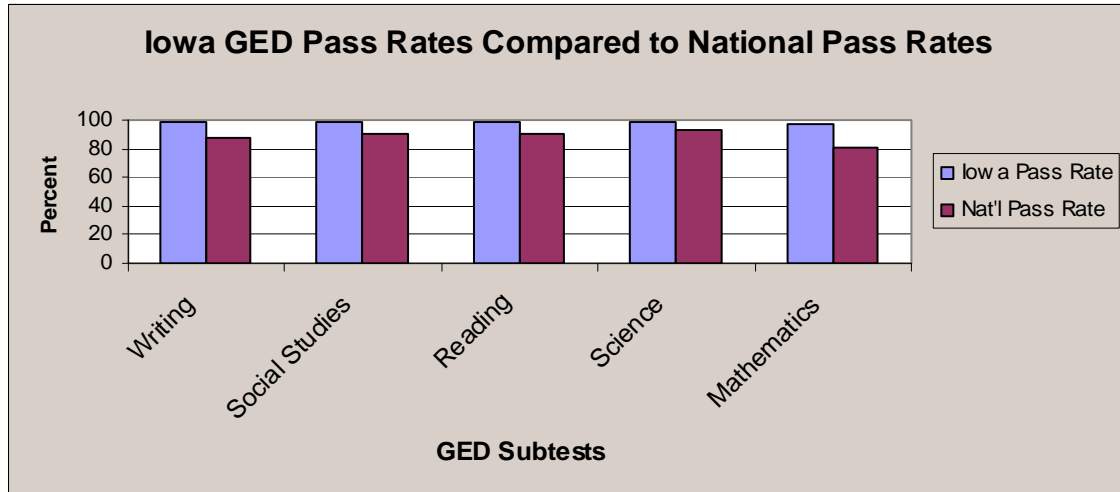


Exhibit 8

Relationship Between Iowa and National GED Pass Rates by GED Subtest

<u>GED Subtest</u>	<u>Iowa Pass Rate</u>	<u>Nat'l Pass Rate</u>	<u>Difference</u>
Writing	98%	88%	10
Social Studies	98%	90%	8
Reading	99%	91%	8
Science	99%	93%	6
Mathematics	97%	81%	16

Graph 5

**Reasons for
Testing**

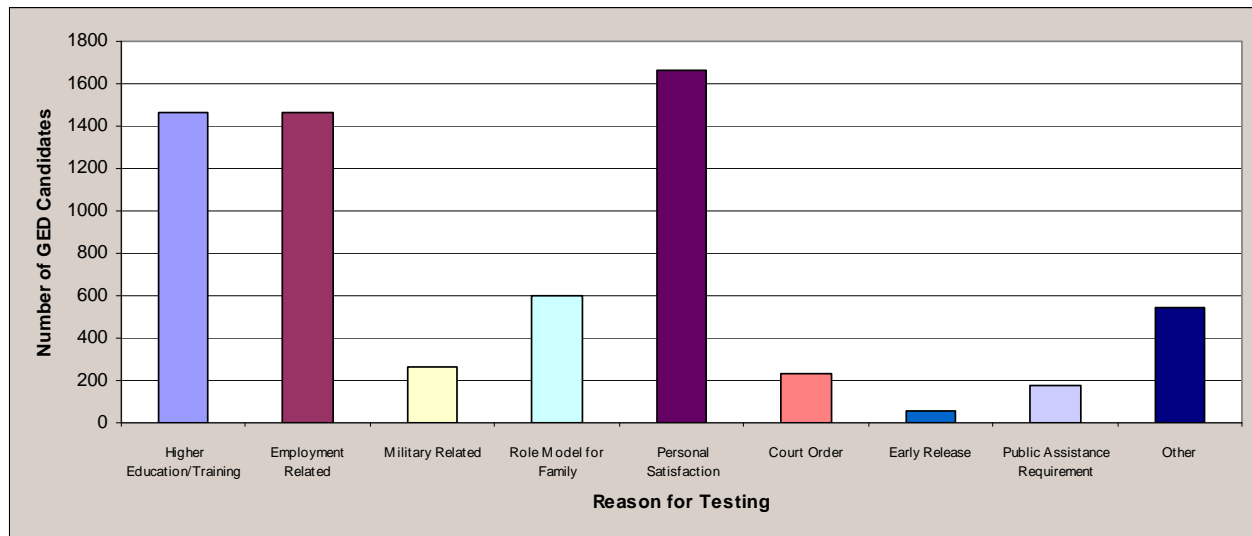


Exhibit 9

Student Reported Reasons for GED Testing

Reason	N= 3078	Percent
Higher Education/Training	1465	47.6
Employment Related	1462	47.5
Military Related	264	8.6
Role Model for Family	603	19.6
Personal Satisfaction	1662	54
Court Order	234	7.6
Early Release	58	1.9
Public Assistance Requirement	179	5.8
Other	542	17.6

N=3078 reporting reasons; multiple reasons reported by individuals

The three major reasons for testing were: 1) Higher Education/Training, 2) Employment Related, 3) Personal Satisfaction

Graph 6

Total GED Test Volume Percentage Compared to Correctional Facilities GED Test Volume

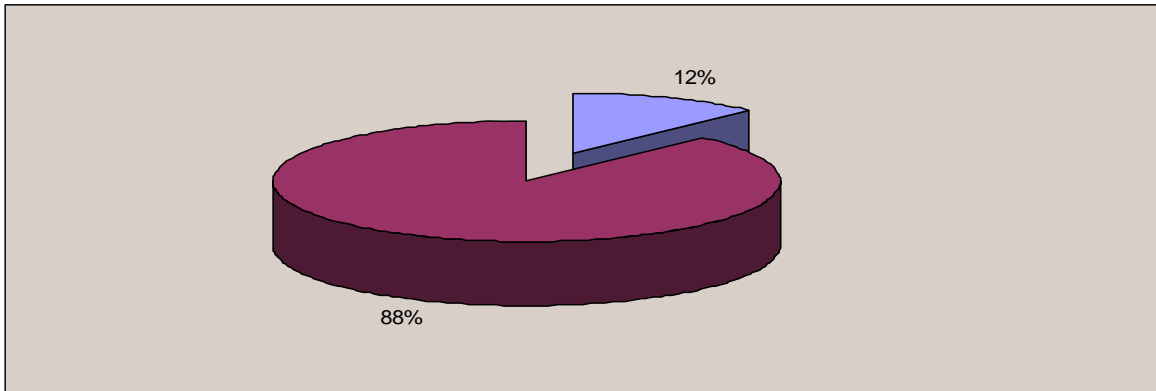


Exhibit 10

Total GED Test Volume Percentage Compared to Correctional Facilities GED Test Volume

<u>Location</u>	<u>N = 5754</u>	<u>Percent</u>
Correctional Facilities	702	12
Other	5052	88

**SECTION III - IOWA'S COMMUNITY COLLEGE
BASED BASIC SKILLS LITERACY
CREDENTIAL PROGRAM**

IOWA'S COMMUNITY COLLEGE BASED BASIC SKILLS LITERACY CREDENTIAL PROGRAM

Introduction and Overview

The purpose of this report is to document the results of Iowa's community college based basic literacy skills credential program for Program Year 2007 (July 1, 2006-June 30, 2007). The credentialing program is administered through Iowa's community colleges and consists of four (4) components: (1) basic literacy skills certification, (2) Iowa High School Equivalency Diploma, (3) community college based adult high school diploma, and (4) traditional high school diploma. A brief description of each component is presented in the following sections.

Basic Skills Certification Program

The major purpose of Iowa's Basic Skills Certification program is to award certificates for successful attainment of basic literacy skills competencies below the General Educational Development (GED) level. The program issues a total of fifteen (15) basic literacy certificates in the areas of reading, mathematics, writing and listening at four (4) certification levels, based on the Comprehensive Adult Student Assessment System (CASAS). Iowa's Basic Literacy Skills Certification program was initiated in Program Year 1998 with the reading and mathematics components. The writing component was initiated during Program Year 2002. The listening component was initiated during Program Year 2004. The listening component provides an opportunity for English Literacy adult learners to qualify for a basic skills certificate. The certification program is authorized under *281 Iowa Administrative Code section 21.2(10) (e)* and *20 U.S.C. section 9212(b) (2) (B) [Section 212(b) (2) (B) of the Adult Education and Family Literacy Act]*. **Exhibit 1** delineates the descriptors for each subject area and CASAS level.

Iowa High School Equivalency Diploma

The Iowa High School Equivalency Diploma is awarded to adults who successfully complete the General Educational Development (GED) test battery. The purpose of the GED testing program is to provide a second chance opportunity for those individuals who did not complete the requirements for a traditional high school diploma. The Iowa High School Equivalency Diploma program was initiated in 1966 under *Iowa Code, Chapter 259A* and *281 IAC Chapter 32*.

Adult High School Diploma Program

The Adult High School Diploma is awarded to adults who successfully complete a prescribed program of instruction at one of Iowa's community colleges. The diploma is community college based and is issued by the community college. This credential is viewed as an alternative to the GED based Iowa High School Equivalency Diploma. The program is authorized under *260C.1 (4)* and *281 Iowa Administrative Code section 21.4(3)* and *20 U.S.C. section 9212(b) (2) (A) (iii) [Section 212(b) (2) (A) (iii) of the Adult Education and Family Literacy Act]*. The program was initiated in 1966.

Traditional High School Diploma

The traditional high school diploma, in the context of the Iowa community college based basic literacy skills credential program, is awarded to in-school youth by a local school district as a direct result of a cooperative agreement between the local school district and the community college. *Iowa Code sections 260C.1 (5) (6) and 260C.5 (9) and 281 Iowa Administrative Code section 21.2(8) (b)* grants the authority for community colleges and local school districts to permit students attending high school to participate in vocational-technical programs and advanced college placement courses and obtain credit for such participation for application toward the completion of a high school diploma issued by the local school district.

EXHIBIT 11

Descriptor Statements for Iowa's Basic Skills Certification Program By Subject Area and CASAS Level

CASAS Basic Skills Level	CASAS Reading Skill Level Descriptor Statements	CASAS Mathematics Skill Level Descriptor Statements	CASAS Writing Skill Level Descriptor Statements	CASAS Listening Skill Level Descriptor Statements
A	Individuals at this level generally can read numbers, letters, simple words, and phrases related to immediate needs. Other skills may include reading and following directions found on signs and directories. Individuals at this level may be successful in entry-level jobs that require basic oral communication skills.	Individuals at this level generally can add and subtract whole numbers. Other skills may include: interpreting clock time, counting and converting money. Individuals at this level may be successful in entry-level jobs that involve tasks such as counting items	Individuals at this level generally can write letters, numbers, and a limited number of basic sight words, and simple sentences related to immediate needs. Other skills may include: filling in basic personal information on simplified forms, including signature and date; writing very simple notes (e.g., writing a note to a co-worker or child's teacher); making simple entries on a work log form; completing a simple inventory form. Persons at this level can handle only the most basic written communication in English in routine, entry-level jobs in which all tasks can be demonstrated.	Individuals at this level can understand simplified conversation on everyday subjects containing frequently used words in context and very simple phrases, spoken slowly and repeated. They can understand simple greetings, common social language, and questions about basic personal information. They can understand simple questions, negative statements (e.g., with <i>don't</i> , <i>can't</i>), commands, requests, and warnings (e.g., <i>Be careful!</i>) related to immediate needs. They frequently require assistance (rephrasing, explanation, demonstration) to understand even basic communication.
B	Individuals at this level generally can handle basic reading tasks related to their life roles. Other skills may include: reading and interpreting simplified and real-life materials on familiar topics; interpreting simple charts, graphs, maps, labels and menus; following basic written instructions and diagrams. Individuals at this level may be successful in entry-level jobs that involve following basic oral communications or simple written instructions.	Individuals at this level generally can add, subtract, multiply and divide whole numbers. Other skills may include: interpreting simple charts, graphs, and labels; interpreting a basic payroll stub; interpreting clock time; counting, converting, and using money, interpreting restaurant menus and computing related costs. Individuals at this level generally can handle jobs that involve following basic oral communications or simple written instructions and diagrams if they can be clarified orally. Individuals at this level may be successful in entry-level jobs.	Individuals at this level generally can write simple notes and messages based on familiar situations. Other skills may include: completing short work orders, filling out forms requiring basic personal information, taking simple phone messages. Persons at this level can handle jobs or job training that involve some simple written communication.	Individuals at this level can participate in simple conversations on familiar and some unfamiliar subjects spoken slowly and with some repetition, and can interpret some informal speech using colloquial language. They can understand learned phrases easily and short new phrases containing familiar vocabulary. They have limited ability to understand simple telephone conversations. They can recognize the main idea and understand some supporting details expressed in everyday spoken language and brief informational messages on familiar topics. They can follow oral directions in familiar contexts, including simple multi-step directions.

EXHIBIT 11(Continued))

Descriptor Statements for Iowa's Basic Skills Certification Program By Subject Area and CASAS Level

CASAS Basic Skills Level	CASAS Reading Skill Level Descriptor Statements	CASAS Mathematics Skill Level Descriptor Statements	CASAS Writing Skill Level Descriptor Statements	CASAS Listening Skill Level Descriptor Statements
C	<p>Individuals at this level generally can handle most routine reading tasks related to their life roles. Other skills may include: interpreting routine charts, graphs, maps, labels, and menus; reading and interpreting a simple employee handbook; interpreting a pay stub; following multi-step diagrams and written instructions.</p> <p>Individuals at this level may be successful in jobs that involve following basic oral communications, simple written instructions and diagrams. Persons at this level generally are able to begin General Education Development (GED) preparation.</p>	<p>Individuals at this level generally can handle most computational tasks related to their life roles. Other skills may include: adding, subtracting, multiplying and dividing whole numbers; interpreting routine charts, graphs and labels; interpreting a payroll stub; reconciling a bank statement and completing calculations on a simple order form.</p> <p>Individuals at this level may be successful in entry-level jobs that involve following basic oral communications and simple written instructions and diagrams. Persons at this level are generally able to begin General Educational Development (GED) preparation.</p>	<p>Individuals at this level generally can write short, routine work memos or reports. Other skills may include: writing e-mail messages, filling out basic medical forms and job applications, describing basic work procedures in writing, completing incident report forms, making log entries to document work activities, taking notes and phone messages, writing personal notes or letters.</p> <p>Persons at this level generally are able to begin General Educational Development (GED) preparation, and may be able to pass the writing section of the GED test.</p>	<p>Individuals at this level can participate in simple conversations on familiar and some unfamiliar subjects spoken slowly and with some repetition, and can interpret some informal speech using colloquial language. They can understand learned phrases easily and short new phrases containing familiar vocabulary. They have limited ability to understand simple telephone conversations. They can recognize the main idea and understand some supporting details expressed in everyday spoken language and brief informational messages on familiar topics. They can follow oral directions in familiar contexts, including simple multi-step directions.</p>
D	<p>Individuals at this level generally can perform tasks that involve written instructions in both familiar and unfamiliar situations. Other skills may include: reading and following multi-step directions; reading and interpreting manuals and legal forms; interpreting literary materials such as poetry and literature; creating and using tables and graphs; integrating information from multiple texts, charts, and graphs; evaluating and organizing information.</p> <p>They can also organize information and perform tasks that involve workplace communication skills. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).</p>	<p>Individuals at this level generally can add, subtract, multiply, and divide whole numbers, fractions, and decimals. Other skills may include using mathematics in the workplace, such as calculating discounts; comparing prices to determine the best buys for goods and services; creating and using tables and graphs; computing standard measurement for length, width, perimeter, and area. They generally can organize, implement and perform multi-level calculations. Persons at this level generally are able to successfully complete appropriate sections of the Tests of General Educational Development (GED Tests).</p>	<p>Individuals at this level generally can perform writing tasks, such as most letters, logs, memos, and forms, with reasonable accuracy to meet most personal and employment-related needs. Other skills may include: taking notes from meetings and recorded messages; describing work or training procedures including basic safety directives, job aids, and maintenance instructions; stating personal and employment goals.</p> <p>Persons at this level generally are able to successfully complete the writing section of the Tests of General Educational Development (GED Tests).</p>	

CREDENTIAL PROGRAM RESULTS AND STATISTICAL HIGHLIGHTS

This section of the report is designed to summarize the major statistical trends displayed in the tables and graphs:

- A total of **40,674** basic skill certificates were issued from Program Year 1998 through Program Year 2007.
- The percentage of certificates, based on total eligible enrollment issued during Program Year 2007, **increased 4%** over Program Year 2006 (6,275 issued in PY 2006 for total eligible enrollment of 10,491 as compared to 6,190 issued in PY 2007 for total eligible enrollment of 9,664).
- **92%** of the total number of certificates issued was to adult literacy program enrollees and **8%** of the total number of certificates issued was to program enrollees enrolled in cooperating literacy programs such as corrections, etc.
- The raw number of reading skill certificates issued during Program Year 2007 **decreased 6%** over Program Year 2006 (3,132 issued in PY 2006 as compared to 2,940 issued in PY 2007).
- The raw number of mathematics skill certificates issued during Program Year 2007 **increased 13%** over Program Year 2006 (2,103 issued in PY 2006 as compared to 2,386 issued in PY 2007);
- The raw number of writing skill certificates issued during Program Year 2007 **decreased 4%** over Program Year 2006 (310 issued in PY 2006 as compared to 299 issued in PY 2007). The writing skill certificate component was incorporated into the basic skills certification program during Program Year 2002.
- The raw number of listening skill certificates issued for Program Year 2007 **decreased 23%** over Program Year 2006 (730 issued in PY 2006 as compared to 565 issued in PY 2007). The listening skill certificate component was incorporated into the basic skills certification program during the Spring of Program Year 2004.
- The total percent of certificates issued by modality was: (1) **reading 47%**, (2) **mathematics 39%**, (3) **writing 5%**, and (4) **listening 9%**.
- The greatest percentage (69%) of reading certificates was issued at **CASAS Levels C and D**.
- The greatest percentage (84%) of mathematics certificates was issued at **CASAS Levels C and D**.
- The greatest percentage (66%) of writing certificates was issued at **CASAS Levels C and D**.
- The greatest percentage (90%) of listening certificates was issued at **CASAS Levels A and B**.
- The highest number of certificates was issued at **CASAS Levels C and D**.

This section of the report is designed to enumerate the credentialing program results for Program Year 2007. The results are displayed in the following tables and graphs:

- **Table 30:** provides an overview of the total number of credentials issued for the four (4) components of the credential program;
- **Table 31:** provides a breakout of the number of basic literacy skills certificates issued to program enrollees by subject area and CASAS level;
- **Table 32:** provides a breakout of the number of basic skill certificates issued to cooperating program enrollees by subject area and CASAS level;
- **Table 33:** provides the total number of certificates issued by subject area and CASAS level.
- **Graph 7:** is a pie chart depicting the percentage and number relationship among the four (4) components of the basic skills credential program;
- **Graph 8:** is a pie chart depicting the percentage and number relationship among the four subject areas for Iowa's Basic Skills Certification program;
- **Graph 9:** is a bar chart which provides a breakout of the number and percentage of basic skills certificates issued by CASAS certification level and subject area;

TABLE 30

**Number of Basic Literacy Skills Certificates, GED Diplomas,
Adult High School Diplomas and Secondary School Diplomas Issued
Through Iowa's Community Colleges for Program Year 2007
(July 1, 2006 – June 30, 2007)**

A Community College	B *Basic Literacy Skills Certificates	C **High School Equivalency Diplomas	D ***CC Adult High School Diplomas	E ****Secondary School Diplomas	F Total
Northeast Iowa CC	279	129	0	1,678	2,086
North Iowa Area CC	234	80	0	28	342
Iowa Lakes CC	85	55	0	41	181
Northwest Iowa CC	99	29	12	18	158
Iowa Central CC	551	266	2	1,347	2,166
Iowa Valley CC	585	137	2	47	771
Hawkeye CC	381	180	4	77	642
Eastern Iowa CC	569	575	0	0	1,144
Kirkwood CC	708	410	52	250	1,420
Des Moines Area CC	302	834	116	34	1,286
Western Iowa Tech CC	433	214	0	0	647
Iowa Western CC	507	267	0	32	806
Southwestern CC	127	40	0	0	167
Indian Hills CC	818	166	0	42	1,026
Southeastern CC	512	257	0	312	1,081
TOTAL	6,190	3,639	188	3,906	13,923

Sources: Iowa Department of Education Program Year 2007 Basic Literacy Skills Certification and High School Diploma Report, and GEDScoring.COM Iowa GED Diploma database.

* Column B represents the number of basic literacy skills certificates issued in the subject areas of Reading, Mathematics, Writing and Listening for CASAS Levels A-D.

** Column C represents the number of Iowa High School Equivalency Diplomas issued for those adults who successfully completed the GED 2002 Test Battery.

*** Column D represents the number of adult learners enrolled in community college based adult high school courses and completed requirements for the Adult High School Diploma issued by the community College.

**** Column E represents the number of in school youth issued a traditional high school diploma by the local school district as a direct result of a cooperative agreement between the local school district and the community college.

Interpretation: The data indicates 6,190 (45%) basic skills certificates, 3,639 (26%) Iowa High School Equivalency Diplomas, 188 (1%) adult high school diplomas and 3,906 (28%) traditional secondary school diplomas for a total of 13,923 credentials were issued in conjunction with Iowa's community college based basic literacy skills credential program. The basic skills certificates were issued through the statewide community college based adult literacy program. The Iowa High School Equivalency Diplomas were issued by the Iowa Department of Education's Community College based GED Testing Program. The adult high school diplomas were issued through the community college based adult high school diploma program. The traditional secondary school diplomas were issued by the local school districts as a result of a cooperative agreement between the local school districts and the community colleges.

TABLE 31

**Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges
By Subject Area and CASAS Certification Level for Program Enrollees During Program Year 2007
(July 1, 2006 – June 30, 2007)**

A Community College	B Reading CASAS LEVEL				C Sub total	D Mathematics CASAS LEVEL				E Sub total	F *Writing CASAS LEVEL				G Sub total	H **Listening CASAS LEVEL			I Sub total	K Total (Col C + Col E + Col G + Col I)
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C		
Northeast IA Comm. College	20	23	21	64	128	3	5	51	67	126	0	0	10	4	14	1	4	6	11	279
North IA Area Comm. College	3	23	19	21	66	2	18	54	76	150	0	0	0	0	0	2	15	1	18	234
IA Lakes Comm. College	5	5	4	31	45	4	0	3	16	23	0	0	0	0	0	0	0	0	0	68
Northwest IA Comm. College	26	15	11	22	74	0	2	5	5	12	4	3	4	2	13	0	0	0	0	99
IA Central Comm. College	71	41	27	188	327	0	9	50	53	112	0	2	2	0	4	29	13	6	48	491
IA Valley Comm. College Dist.	97	77	87	74	335		2	29	55	86	2	7	2	0	11	90	56	7	153	585
Hawkeye Comm. College	34	47	39	47	167	3	24	39	46	112	10	10	4	0	24	50	27	1	78	381
Eastern IA Comm. Coll. Dist	32	56	136	95	319	4	22	121	76	223	0	0	0	0	0	14	10	3	27	569
Kirkwood Comm. College	14	41	44	200	299	1	28	33	250	312	11	16	6	13	46	3	31	17	51	708
Des Moines Area Comm. Coll.	2	1	5	105	113	1	0	4	97	102	0	0	9	5	14	0	0	0	0	229
Western IA Tech Comm. Coll.	29	40	32	78	179	0	21	48	73	142	8	16	14	2	40	37	29	6	72	433
Iowa Western Comm. College	4	7	24	50	85	0	20	59	103	182	0	0	14	37	51	12	11	7	30	348
Southwestern Comm. College	12	10	17	37	76	1	2	18	21	42	0	0	0	0	0	4	5	0	9	127
Indian Hills Comm. College	53	62	75	121	311	16	75	109	153	353	1	11	34	36	82	28	30	5	63	809
Southeastern Comm. College	3	16	25	92	136	4	23	52	92	171	0	0	0	0	0	3	2	0	5	312
TOTAL	405	464	566	1,225	2,660	39	251	675	1,183	2,148	36	65	99	99	299	273	233	59	565	5,672

Source: Program Year 2007 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2007: Iowa Department of Education

* The Writing Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2002. The Reading and Mathematics components were implemented during Program Year 1998.

** The Listening Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2004.

Interpretation: The data indicates 2,660 (47%) reading certificates, 2,148 (38%) mathematics certificates, 299 (5%) writing certificates and 565 (9%) listening certificates for a total of 5,672 certificates, which were issued during Program Year 2007. The greatest percentage (67%) of reading certificates was issued at CASAS C and D levels. The greatest percentage (86%) of mathematics certificates was issued at CASAS C and D levels. The greatest percentage (66%) of writing certificates was issued at CASAS C and D levels. The greatest percentage of listening certificates (90%) was issued at CASAS levels A and B.

TABLE 32

**Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges
By Subject Area and CASAS Certification Level for Cooperating Program Enrollees During Program Year 2007
(July 1, 2006 – June 30, 2007)**

A Community College	B Reading CASAS LEVEL				C Sub total	D Mathematics CASAS LEVEL				E Sub total	F *Writing CASAS LEVEL				G Sub total	H **Listening CASAS LEVEL			I Sub total	K Total (Col C + Col E + Col G + Col I)
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C		
Northeast IA Comm. College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North IA Area Comm. College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IA Lakes Comm. College	0	0	4	2	6	0	0	10	1	11	0	0	0	0	0	0	0	0	0	17
Northwest IA Comm. College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IA Central Comm. College	0	8	16	33	57	0	0	3	0	3	0	0	0	0	0	0	0	0	0	60
IA Valley Comm. College Dist.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hawkeye Comm. College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern IA Comm. Coll. Dist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kirkwood Comm. College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Des Moines Area Comm. Coll.	0	5	7	28	40	4	11	8	10	33	0	0	0	0	0	0	0	0	0	73
Western IA Tech Comm. Coll.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Iowa Western Comm. College	5	12	17	48	82	8	35	22	12	77	0	0	0	0	0	0	0	0	0	159
Southwestern Comm. College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Hills Comm. College	0	0	0	3	3	0	0	3	3	6	0	0	0	0	0	0	0	0	0	9
Southeastern Comm. College	1	14	44	33	92	6	28	39	35	108	0	0	0	0	0	0	0	0	0	200
TOTAL	6	39	88	147	280	18	74	85	61	238	0	0	0	0	0	0	0	0	0	518

Source: Program Year 2007 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2007: Iowa Department of Education

* The Writing Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2002. The Reading and Mathematics components were implemented during Program Year 1998.

** The Listening Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2004.

Interpretation: The data indicates 280 (54%) reading certificates, 238 (46%) mathematics certificates, 0 (0%) writing certificates and 0 (0%) listening certificates for a total of 518 certificates, which were issued during Program Year 2007. The greatest percentage (84%) of reading certificates was issued at CASAS C and D levels. The greatest percentage (67%) of mathematics certificates was issued at CASAS B and C levels. No skills certificates were issued for cooperating program enrollees in writing and listening modalities for program year 2007.

TABLE 33

**Total Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges
By Subject Area and CASAS Certification Level During Program Year 2007
(July 1, 2006 – June 30, 2007)**

A Community College	B Reading CASAS LEVEL				C Sub total	D Mathematics CASAS LEVEL				E Sub total	F *Writing CASAS LEVEL				G Sub total	H **Listening CASAS LEVEL			I Sub total	K Total (Col C + Col E + Col G + Col I)
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C		
Northeast IA Comm. College	20	23	21	64	128	3	5	51	67	126	0	0	10	4	14	1	4	6	11	279
North IA Area Comm. College	3	23	19	21	66	2	18	54	76	150	0	0	0	0	0	2	15	1	18	234
IA Lakes Comm. College	5	5	8	33	51	4	0	13	17	34	0	0	0	0	0	0	0	0	0	85
Northwest IA Comm. College	26	15	11	22	74	0	2	5	5	12	4	3	4	2	13	0	0	0	0	99
IA Central Comm. College	71	49	43	221	384	0	9	53	53	115	0	2	2	0	4	29	13	6	48	551
IA Valley Comm. College Dist.	97	77	87	74	335	0	2	29	55	86	2	7	2	0	11	90	56	7	153	585
Hawkeye Comm. College	34	47	39	47	167	3	24	39	46	112	10	10	4	0	24	50	27	1	78	381
Eastern IA Comm. Coll. Dist	32	56	136	95	319	4	22	121	76	223	0	0	0	0	0	14	10	3	27	569
Kirkwood Comm. College	14	41	44	200	299	1	28	33	250	312	11	16	6	13	46	3	31	17	51	708
Des Moines Area Comm. Coll.	2	6	12	133	153	5	11	12	107	135	0	0	9	5	14	0	0	0	0	302
Western IA Tech Comm. Coll.	29	40	32	78	179	0	21	48	73	142	8	16	14	2	40	37	29	6	72	433
Iowa Western Comm. College	9	19	41	98	167	8	55	81	115	259	0	0	14	37	51	12	11	7	30	507
Southwestern Comm. College	12	10	17	37	76	1	2	18	21	42	0	0	0	0	0	4	5	0	9	127
Indian Hills Comm. College	53	62	75	124	314	16	75	112	156	359	1	11	34	36	82	28	30	5	63	818
Southeastern Comm. College	4	30	69	125	228	10	51	91	127	279	0	0	0	0	0	3	2	0	5	512
TOTAL	411	503	654	1,372	2,940	57	325	760	1,244	2,386	36	65	99	99	299	273	233	59	565	6,190

Source: Program Year 2007 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2007: Iowa Department of Education

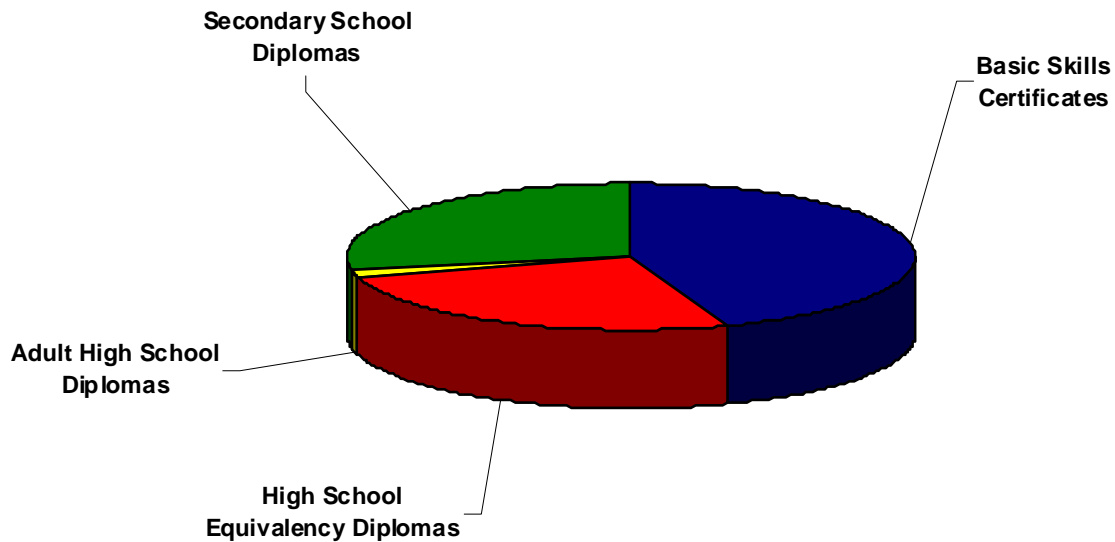
* The Writing Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2002. The Reading and Mathematics components were implemented during Program Year 1998.

** The Listening Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2004.

Interpretation: The data indicates 2,940 (47%) reading certificates, 2,386 (39%) mathematics certificates, 299 (5%) writing certificates and 565 (9%) listening certificates for a total of 6,275 certificates, which were issued during Program Year 2006. The greatest percentage (63%) of reading certificates was issued at CASAS C and D levels. The greatest percentage (84%) of mathematics certificates was issued at CASAS C and D levels. The greatest percentage (66%) of writing certificates was issued at CASAS C and D levels. The greatest percentage (80%) of listening certificates was issued at CASAS levels A and B.

GRAPH 7

**Number and Percent of Basic Skills Certificates,
High School Equivalency Diplomas, Adult
High School Diplomas and Secondary School
Diplomas Issued for Program Year 2007**



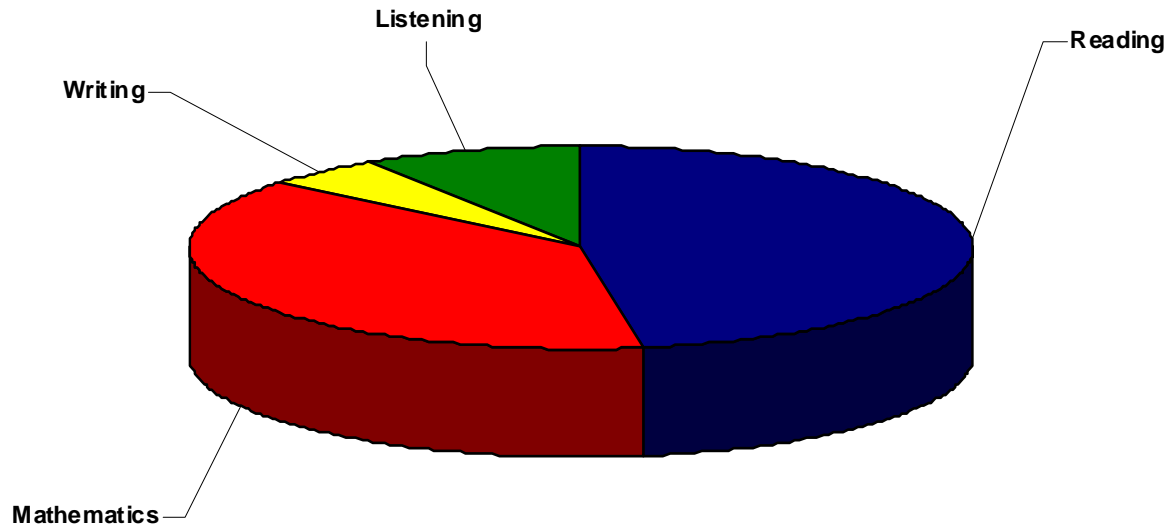
Interpretation: The highest percentage of credentials issued was in the Basic Skills Certificate component (45%) followed by the Secondary School Diplomas component (28%).

CREDENTIAL COMPONENT	N	%
Basic Skills Certificates	6,190	45
High School Equivalency Diplomas	3,639	26
Adult High School Diplomas	188	1
Secondary School Diplomas	<u>3,906</u>	<u>28</u>
Total	13,923	100

Source: Program Year 2007 Iowa Basic Skills Certification Report: Iowa Department of Education;
GED Scoring.COM Iowa GED Diploma database.

GRAPH 8

**Number and Percent of Basic Skills
Certificates Issued by Subject Area for Program year 2007**



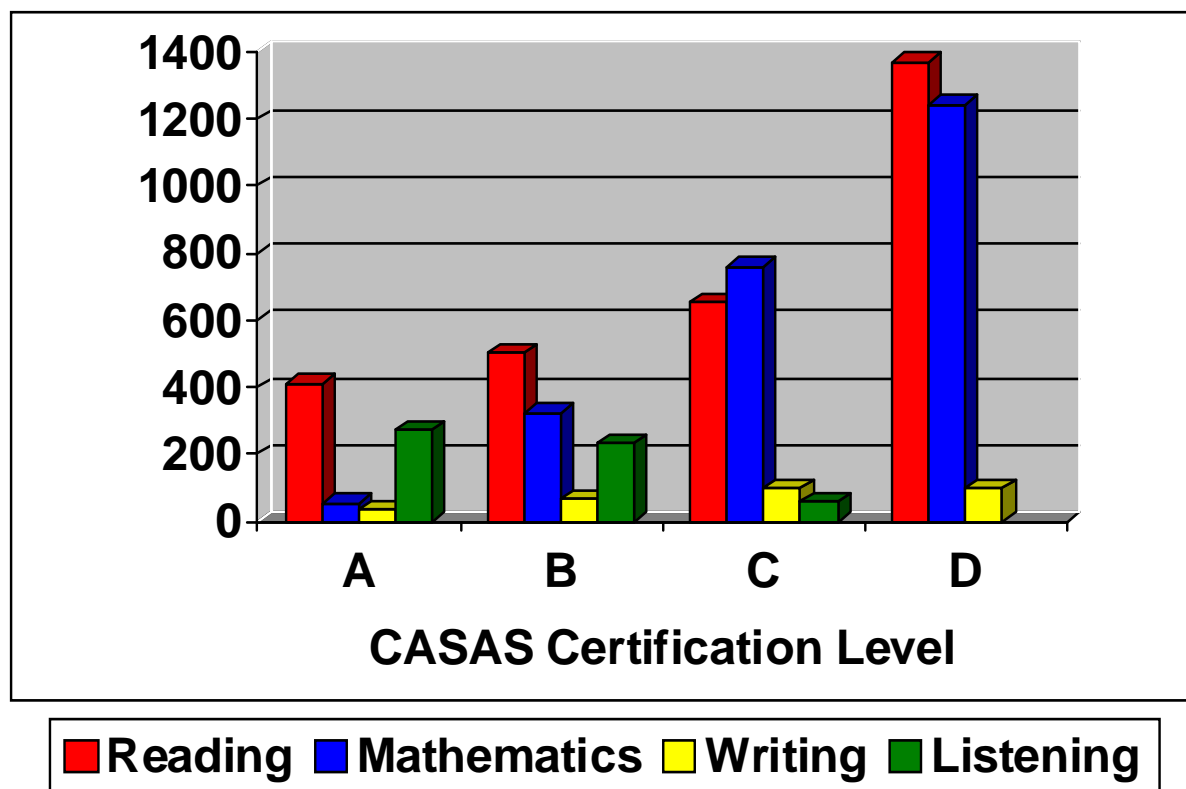
Interpretation: The highest percentage of credentials issued was in the reading subject area (48%) followed by the mathematics subject area (39%). Program Year 2002 was the first year that certificates were issued for the writing subject area. Program year 2004 was the first year that certificates were issued for the listening subject area.

CREDENTIAL COMPONENT	N	%
Reading	2,940	48
Mathematics	2,386	39
Writing	299	5
<u>Listening</u>	<u>565</u>	<u>9</u>
Total	6,190	100

Source: Program Year 2007 Iowa Basic Skills Certification Report: Iowa Department of Education

GRAPH 9

**Number and Percent of Basic Skills
Certificates Issued by CASAS Certification
Level and Subject Area for Program Year 2007**



Interpretation: The highest number of certificates issued for the reading subject area was at CASAS Level D (1,372). The highest number of certificates issued for the mathematics subject area was at CASAS Level D (1,244). The highest number of certificates issued for the writing subject area was at CASAS Level C and D (99). The highest number of certificates issued for the listening subject area was at CASAS Level A (273).

CASAS LEVEL	READING		MATHEMATICS		WRITING		LISTENING		TOTAL
	N	%	N	%	N	%	N	%	
A	411	14	57	2	36	12	273	48	777
B	503	17	325	14	65	22	233	41	1,126
C	654	22	760	32	99	33	59	10	1,572
D	<u>1,372</u>	<u>47</u>	<u>1,244</u>	<u>52</u>	<u>99</u>	<u>33</u>	<u>NA</u>	<u>NA</u>	<u>2,715</u>
Total	2,940	100	2,386	100	299	100	565	100	6,190

Source: Program Year 2007 Iowa Basic Skills Certification Report: Iowa Department of Education.

BASIC SKILLS CERTIFICATION OBSERVATIONS

- The Iowa Basic Skills Certification program, Iowa High School Equivalency Diploma, and Adult High School Diploma components of the community college based basic literacy skills program provide a comprehensive program of issuance of basic literacy skills certificates and secondary school credentials to adults lacking basic literacy skills or a traditional high school diploma;
- The basic skills certification component is the fastest growing segment of the basic literacy skills credential program.
- The Traditional High School Diploma component offers in school youth the opportunity to participate in vocational-technical programs and advanced college placement courses and obtain credit for such participation toward the completion of a high school diploma awarded by the local school district.
- The basic skills certification program documents educational gains achieved by the program participants.
- The credential program is a key indicator of program accountability.
- Adult learners preparing to take the GED 2002 test battery are generally at a proficiency level eligible to earn certificates issued for CASAS Level D reading, CASAS Level D mathematics and CASAS Level D writing. The CASAS/GED correlation study documents the high GED pass rate for candidates who perform at CASAS Level D. This strategy will insure that Iowa will maintain a 94-96 GED percent pass rate given that 97 percent of the Iowa GED candidates who did not successfully complete the GED 2002 test battery did not meet the state standard on the *Language Arts*, *Writing* or *Mathematics* subtests or a combination of the two subtests.

Appendix A

A Description of the Educational Functioning Levels and Outcome Measures for Adult Basic Education, Adult Secondary Education and English-As-A-Second Language

Educational Functioning Level Descriptors and Outcomes Measure Definitions

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Beginning ABE Literacy</p> <p>Test Benchmark:</p> <p>CASAS: 134-200</p> <p>Skill Level: 0 or 1</p>	<p>Individual has no or very minimal reading and writing skills. At the lower range of this level, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. May recognize common signs that are universally accepted symbols. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple sentences. Can write basic personal information on simplified forms. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>
<p>Beginning Basic Education</p> <p>Test Benchmark:</p> <p>CASAS: 201-210</p> <p>Skill Level: 2</p>	<p>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing familiar vocabulary. Can write simple notes and messages based on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and some control of basic punctuation (e.g. periods, capitalization).</p>	<p>Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.</p>	<p>Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read basic want ads and complete simple job applications.</p>

**Educational Functioning Level Descriptors And
Outcomes Measure Definitions For ABE & Adult Secondary Education**

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Intermediate Basic Education</p> <p>Test Benchmark:</p> <p>CASAS: 211-220</p> <p>Skill Level: 3</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order). Can use context to determine meaning; can interpret actions required in specific written directions. Can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.</p>	<p>Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements</p>
<p>High Intermediate Basic Education</p> <p>Test Benchmark:</p> <p>CASAS: 221-235</p> <p>Skill Level: 4</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. Individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals to fractions; can perform basic operations on fractions.</p>	<p>Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.</p>

Educational Functioning Level Descriptors and Outcomes Measure Definitions

Literacy Level	Basic Reading & Writing	Numeracy Skills	Functional and Workplace Skills
<p>Low Adult Secondary Education</p> <p>Test Benchmark:</p> <p>CASAS: 236-245</p> <p>Skill Level: 5</p>	<p>Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context clues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using complex sentence structure; can write personal notes and letters that accurately reflect thoughts.</p>	<p>Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs; and can develop own tables and graphs; can use math in business transactions.</p>	<p>Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.</p>
<p>High Adult Secondary Education</p> <p>Test benchmark:</p> <p>CASAS: 246 and higher</p> <p>Skill Level: 6</p>	<p>Individual can comprehend, explain and analyze information from a variety of literary works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.</p>	<p>Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.</p>	<p>Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter in group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.</p>

Educational Functioning Level Descriptors And Outcomes Measure Definitions For ESL

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>Beginning ESL Literacy</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 153-180</p> <p>SPL (Speaking) 0-1</p> <p>SPL (Reading and Writing) 0-1</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual has no reading or writing skills in any language, or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to spoken language.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>
<p>Beginning ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 181-190</p> <p>SPL (Speaking) 2-3</p> <p>SPL (Reading and Writing) 2-4</p>	<p>Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.</p>	<p>Individual can read and print numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write sight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	<p>Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.</p>
<p>Low Intermediate ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 201-210</p> <p>SPL (Speaking) 4</p> <p>SPL (Reading and Writing) 5</p>	<p>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.</p>	<p>Individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).</p>	<p>Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry levels jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).</p>

Educational Functioning Level Descriptors And Outcomes Measure Definitions For ESL

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Intermediate ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 211-220</p> <p>SPL (Speaking) 5</p> <p>SPL (Reading and Writing) 6</p>	<p>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.</p>	<p>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	<p>Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.</p>
<p>Low Advanced ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 221-235</p> <p>SPL (Speaking) 6</p> <p>SPL (Reading and Writing) 7</p>	<p>Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.</p>	<p>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	<p>Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.</p>

Educational Functioning Level Descriptors And Outcomes Measure Definitions For ESL

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
<p>High Advanced ESL</p> <p>Test Benchmark:</p> <p>CASAS: (Life Skills): 236-245</p> <p>SPL (Speaking) 7 and higher</p> <p>SPL (Reading and Writing) 8 and higher</p>	<p>Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.</p>	<p>Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well-formed sentences, appropriate mechanics and spelling, and few grammatical errors.</p>	<p>Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.</p>

Appendix B

Iowa's Adult Literacy Program National Reporting System Annual Performance Report for Program Year 2007

Table 1**Participants by Entering Educational Functioning Level, Ethnicity and Sex**

Enter the number of participants* by educational functioning level, **ethnicity, and ***sex.

Enter Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beg. Lit.	1	2	0	0	8	7	8	10	0	0	86	67	189
ABE Beg. Basic	5	5	4	0	14	27	9	23	2	0	81	94	264
ABE Int. Low	2	13	2	12	50	86	28	44	4	2	159	256	658
ABE Int. High	35	35	10	15	145	183	85	134	12	12	882	1,043	2,591
ASE Low	10	12	7	9	48	49	44	53	2	6	632	565	1,437
ASE High	9	3	3	1	13	22	8	17	2	3	316	236	633
ESL Beg. Lit	0	0	10	25	18	37	118	183	0	1	6	13	411
ESL Low Beg.	1	0	13	35	18	17	128	172	1	0	3	8	396
ESL High Beg.	1	2	41	70	48	29	286	332	2	3	16	32	862
ESL Int. Low	1	2	55	105	58	27	318	415	0	1	19	53	1,054
ESL Int. High	1	1	40	104	25	11	189	225	1	1	22	42	662
ESL Advanced	1	2	41	106	9	7	121	151	2	2	17	48	507
Total	67	77	226	482	454	502	1,342	1,759	28	31	2,239	2,457	9,664

* A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.

** See attached definitions for educational functioning levels. California, in determining the educational functioning level for Tables 1, 4A and 4B, used first reading pretest scores and in its absence, the endorsed ABE or ESL Instructional Level from the Student Entry Record.

*** A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging.

California Data for 1999-00, in cases where more than one ethnicity was endorsed, chose the ethnicity that is least representative of the overall population.

Table 2**Participants By Age, Ethnicity And Sex**

Enter the number of participants by age, * ethnicity, and sex.

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
(A)													(N)
16-18	24	19	11	9	85	77	99	85	10	8	736	581	1,744
19-24	23	29	36	77	123	154	324	345	8	6	723	823	2,671
25-44	15	26	112	299	213	224	757	1,101	7	14	588	817	4,173
45-59	5	3	45	76	23	37	147	205	2	2	149	194	888
60 and Older	0	0	22	21	10	10	15	23	1	1	43	42	188
Total	67	77	226	482	454	502	1,342	1,759	28	31	2,239	2,457	9,664

* Participants should be classified based upon their age at entry. For participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year. Work-based project learners are not included in this table. The totals in Columns B-M should equal the totals in Columns B-M of Table 1. Row totals in Column N should equal corresponding column totals in Table 3.

Table 3**Participants By Program Type And Age**

Enter the number of participants by program type and age.

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	1,086	1,198	1,074	269	75	3,702
Adult Secondary Education	562	767	638	87	16	2,070
English-as-a-Second Language	96	706	2,461	532	97	3,892
Total	1,744	2,671	4,173	888	188	9,664

The total in Column G should equal the total in Column N of Table 1.

The total in Columns B-F should equal the totals for the corresponding rows in Column N of Table 2 and the total in Column N of Table 1.

Table 4 (Total Enrollment)**Educational Gain and Attendance by Educational Functioning Level**

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Enter Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced to a Higher Level	Number Separated Before Completed	Number Progressing within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beg. Lit.	189	11,317	90	54	20	79	47.6%
ABE Beg. Basic	264	18,193	168	85	38	58	63.6%
ABE Int. Low	658	42,398	423	171	103	132	64.3%
ABE Int. High	2,591	126,656	1,714	419	443	434	66.2%
ASE Low	1,437	54,272	1,039	157	234	164	72.3%
ASE High	633	21,183	387	2	143	103	61.1%
ESL Beg. Lit	411	22,127	148	85	61	202	36.0%
ESL Beg.	396	28,198	197	102	64	135	49.7%
ESL Int. Low	862	75,891	467	279	129	266	54.2%
ESL Int. High	1,054	85,879	480	316	192	382	45.5%
ESL Low Adv.	662	58,620	276	188	132	254	41.7%
Total	507	39,191	106	64	152	249	20.9%
	9,664	583,925	5,495	1,922	1,711	2,458	56.9%

The total in Column B should equal the total in Column N of Table 1.

Column D is the total number of learners who completed a level, including learners who left after completing & learners who remained enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated using the following formula: $H = \text{Column D} / \text{Column B}$

Work-based project learners are not included in this table.

* **Completion of ASE high level is attainment of a secondary credential or passing GED test.**

Table 4-B (Only Learners with Paired Test Data)

Educational Gain and Attendance by Educational Functioning Level

Enter the number of participants for each of the categories listed, the total number of attendance hours, and calculate the percentage of participants completing each level.

Enter Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced to a Higher Level	Number Separated Before Completed	Number Progressing Within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beg. Lit.	146	9,028	90	54	12	44	61.6%
ABE Beg. Basic	227	16,759	168	85	23	36	74.0%
ABE Int. Low	524	37,786	423	171	33	68	80.7%
ABE Int. High	2,223	111,982	1,714	419	264	245	77.1%
ASE Low	1,289	48,847	1,039	157	158	92	80.6%
ASE High	599	20,317	387	2	124	88	64.6%
ESL Beg. Lit	172	13,904	148	85	7	17	86.0%
ESL Beg.	234	20,965	197	102	8	29	84.2%
ESL Int. Low	601	64,359	467	279	33	101	77.7%
ESL Int. High	705	71,561	480	316	74	151	68.1%
ESL Low Adv.	458	49,397	276	188	60	122	60.3%
Total	314	31,350	106	64	63	145	33.8%
	7,492	496,255	5,495	1,922	859	1,138	73.3%

Column D is the total number of learners who completed a level, including learners who left after completing & learners who remained enrolled and moved to one or more higher levels.

Column E represents a sub-set of Column D (Number Completed Level) and are learners who completed a level and enrolled in one or more higher levels.

Column F are students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column H is calculated using the following formula: $H = \text{Column D} / \text{Column B}$

Work-based project learners are not included in this table.

- **Completion of ASE high level is attainment of a secondary credential or passing GED test.**

Table 5**Core Follow-up Outcome Achievement**

Enter the number of participants for each of the categories listed and calculate the percentage of achieving each outcome.

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment *	382			0.00%		
Retained Employment **	838			0.00%		
Obtained a GED or secondary school diploma ***	2,320		2,320	100.00%	2,179	93.9%
Placed in postsecondary education or training ****	578		578	100.00%	315	54.5%

* Report this outcome for participants who were unemployed at entry and who had a main or secondary goal of obtaining employment. Only participants who exited during the reporting period should be counted for this measure.

** Report in the table cell of Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who entered employment by the first quarter after program exit, and (2) the number of participants employed at entry that had a main or secondary goal of improved or retained employment. Report in the table cell of Column C the number of these participants who were employed in the third quarter after program exit. However, exclude both table cells all participants who exited in the fourth quarter of the program year (see page 48 of the Implementation Guidelines for explanation).

*** Report this outcome for participants with a main or secondary goal of passing the GED tests or obtaining a secondary school diploma or its recognized equivalent.

**** Report this outcome for participants with a main or secondary goal of placement in postsecondary education or training.

Each row total in Column D is calculated using the following formula: $D = \text{Column C} / \text{Column B}$. The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

Table 6**Participant Status and Program Enrollment**

Enter the number of participants for each of the categories listed.

Participant Status on Entry into the Program	Number
(A)	(B)
Disabled	199
Employed	4,344
Unemployed	4,119
Not in Labor Force	1,085
On Public Assistance	823
Living in Rural Areas *	Not collected
Program Type	
In Family Literacy Programs **	159
In Workplace Literacy Programs **	19
In Programs for the Homeless**	14
In Programs for Work-based Project Learners **	7
Institutional Programs	
In Correctional Facilities	91
In Community Correctional Programs	346
In Other Institutional Settings	Not collected
Secondary Status Measures (Optional)	
Low Income	0
Displaced Homemaker	19
Single Parent	893
Dislocated Worker	32
Learning Disabled Adults	Not collected

* Rural areas are places of less than 2,500 inhabitants and outside urbanized areas.

* Participants counted here must be in program specifically designed for that purpose.

Table 7**Adult Education Personnel by Function and Job Status**

Enter an unduplicated count of personnel by function and job status

	Adult Education Personnel		
Function	Total Number of Part-time Personnel	Total Number of Full-time Personnel	Unpaid Volunteers
(A)	(B)	(C)	(D)
State-level Administrative/Supervisory/Ancillary Services	0	4	0
Local-level Administrative/Supervisory/Ancillary Services	16	26	0
Local Teachers	352	7	53
Local Counselors	0	0	0
Local Paraprofessionals	22	3	219

In Column B, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column C, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column D, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

Table 8 (Optional)**Outcomes for Adults in Family Literacy Programs**

Enter the number of participants in family literacy programs for each of the categories listed.

Outcomes Measures	Number of Family Literacy Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an educational functioning level **	159					
Entered employment *	5					
Retained employment *	14					
Obtained a secondary school diploma or GED *	16					
Entered postsecondary education or training *	2					
Increased involvement in children's education***	60					
Help more frequently with school						
Increased contact with children's teachers						
More involved in children's school activities						
Increased involvement in children's literacy activities***	60					
Reading to children						
Visiting Library						
Purchasing books or magazines						

* See definitions of core outcome measures in Table 5.

** Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted in this row only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with school work and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of "increased involvement in children's education."

*** Column B for Completed an education functioning level totals the number of learners with paired test data.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

Table 9 (Optional)**Outcomes for Adults in Workplace Literacy Programs**

Enter the number of participants in workplace literacy programs for each of the categories listed.

Core Follow-up Measure	Number of Workplace Literacy Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent available for Match	Number of Participants Achieving Outcome	Percentage Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an educational functioning level **	19					
Entered Employment *	2					
Retained Employment *	9					
Obtained a secondary school diploma or GED *	5					
Placed in postsecondary education or training *	3					

* See definitions of core outcome measures in Table 5.

** Column B for Completed an education functioning level totals the number of learners with paired test data.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

Table 10 (Optional)**Outcomes For Adults In Correctional Education Programs**

Enter the number of participants in correctional education programs for each of the categories listed.

Core Follow-up Measure	Number of Participants in Correctional Education Programs with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an educational functioning level **	429					
Entered Employment *	116					
Retained Employment *	51					
Obtained a secondary school diploma or GED *	139					
Placed in postsecondary education or training *	14					

* See definitions of core outcome measures in Table 5.

** Column B for Completed an education functioning level totals the number of learners with paired test data.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

Table 11 (Optional)**Secondary Outcome Measures**

Enter the number of participants for each of the categories listed.

Core Follow-up Measure	Number of Participants with Main or Secondary Goal or Status	Number of Participants Achieving Outcome	Percentage Achieving Outcome
(A)	(B)	(C)	(D)
Achieved work-based project learning goal	7		n/a
Left public assistance	115		0.0%
Achieved citizenship skills	19		0.0%
Increased involvement in children's education *	4,513		0.0%
Increased involvement in children's literacy activities *	4,513		0.0%
Voted or registered to vote	19		0.0%
Increased involvement in community activities	206		0.0%

Each row total in Column D is calculated using the following formula: $D = \text{Column C} / \text{Column B}$

* Enter the total number of participants who achieved this goal regardless of whether the participant was in a family literacy program.

Use Table 8 to enter achievements of family literacy participants. The number reported here may be higher than reported in Table 8 since it includes all participants who achieved this goal.

The numbers for this table are based on data furnished by local providers. This data includes reasons for enrollment and other demographic information from the Student Entry Record, given upon entry into program, and information from the Student Update Record, given at time of exit from program or at the end of the program year. A database will be created with social security numbers for cross-referencing.

Table 12 (Optional)**Work-Based Project Learners by Age, Ethnicity and Sex**

Enter the number of work-based project learners by age, ethnicity, and sex.

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0	0	0	0	0	0
25-44	0	0	2	0	0	0	0	2	0	0	1	0	5
45-59	0	0	0	0	0	0	1	0	0	0	0	1	2
60 and Older	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	2	0	0	0	1	2	0	0	1	1	7

Only participants designated as work-based project learners should be included in this table. These participants should not be included in Tables 1-5. The total in Column N should equal the number of work-based project learners reported in Table 6

* Participants should be classified based on their age at entry.

Table 13 (Optional)**Core Follow-Up Outcome Achievement for Prior Reporting Year and For Unintended Outcomes**

Enter the number of participants in correctional education programs for each of the outcome categories for outcomes not reported in the prior reporting period. For Column C, enter the number of participants achieving each outcome who did not have the outcome as a goal.

Core Follow-up Measure	Number of Participants with Main or Secondary Goal Who Achieved Outcome but Were Not Reported in the Prior Reporting Period	Number of Participants Achieving Outcome in Current Year Who Did Not Have the Outcome as a Goal
(A)	(B)	(C)
Entered Employment	0	0
Retained Employment	0	0
Obtained a secondary school diploma or GED	0	0
Placed in postsecondary education or training	0	0

For Column B, report the number of participants who had the core outcome as a primary or secondary goal and who achieved that outcome according to the core outcome definitions (see Table 5), but were not reported in the prior program year.

For Column C, report the number of participants who achieved the outcome in the current reporting year but did not have the outcome as a main or secondary goal.

Table 14

Local Grantees by Funding Source

Enter the number of each type of grantee (see attached definitions) directly funded by the state, and the amount of federal and state funding they receive.

Provider Agency	Total Number of Providers	Total Number of Sub-Recipients					
(A)	(B)	(C)	WIA Funding		State Funding		
			Total	% of Total	Total	% of Total	
			(D)	(E)	(F)	(G)	
Local Education Agencies		55	301,363	7.43%	213,956	2.32%	9.75%
Public or Private Nonprofit Agency							0.00%
Community-based Organizations		45	439,498	10.84%	498,888	5.41%	16.25%
Faith-based Organizations		32	267,922	6.61%	168,696	1.83%	8.44%
Libraries		31	156,689	3.86%	138,866	1.50%	5.36%
Institutions of Higher Education							0.00%
Community, Junior or Technical Colleges	15		0	0.00%	5,800,000	62.85%	62.85%
Four-year Colleges or Universities							0.00%
Other Institutions of Higher Education							0.00%
Other Agencies							0.00%
Correctional Institutions		19	106,023	2.61%	92,234	1.00%	3.61%
Other Institutions (non-correctional)		23	130,787	3.23%	137,837	1.49%	4.72%
All Other Agencies		132	2,652,718	65.42%	2,178,309	23.60%	89.02%
			4,055,000	100.00%	9,228,786	100.00%	200.00%

1. In Column (B), report the number of providers receiving a grant award or contract for instructional services from the eligible agency.

3. In Column (E), the percentage is to be calculated using the following formula: $\frac{\text{Column D}}{\text{Column F}} \times 100$

4. In Column (F), report total amount of state funds contributed. This amount need not necessarily equal the non-federal expenditure report on the Financial Status Report.

5. In Column (G), the percentage is to be calculated using the following formula: $\frac{\text{Column F}}{\text{Column D}} \times 100$

OMB Number 1830-0027, Expires 10/31/08.

APPENDIX C

IOWA BASIC SKILLS CREDENTIAL PROGRAM REPORT FORM

Date: June 2, 2008
To: ABE Coordinators, Chief GED Examiners, and Interested Persons
From: Division of Community Colleges and Workforce Preparation
Subject: Iowa Basic Skills Credential Program Report Form - Program Year 2008 (July 1, 2007-June 30, 2008)

Attached is a copy of the Program Year 2008 (July 1, 2007-June 30, 2008) form to report the number of Iowa basic skills certificates, adult high school diplomas and in-school youth traditional high school diplomas issued during Program Year 2008. **Please note that there are specific instructions for the completion of Table I and Table II displayed in items 1a and 1b. If there are questions, please contact me before proceeding.** Please note that Tables I and II do not ask for the number of writing certificated issued. Margie Ranch and Cindy Burnside will supply this information for each community college district.

If the ABE coordinator does not have the information for items 2a and 2b, the appropriate community college person responsible for either the Adult High School Diploma Program or the In School Youth Program should be contacted to supply same. Please read the instructions for each requested item prior to completion. The information reported on item 2a (Adult High School Diploma Program) is credited towards the National Reporting System (NRS) follow-up benchmark titled *Obtained a GED or Adult Secondary School Diploma*. **Do not report the number of GED diploma recipients in any category.** I can generate this information for each community college district from the GEDScoring.COM website.

Please follow the instructions for form completion and e-mail to me by **July 15, 2008**. There should only be **one completed form** submitted for each community college district.

Thanks,

Helene Grossman
Adult Literacy Consultant,
Amy Vybiral
Iowa ABE Consultant

**Iowa Basic Skills Credential Program Report Form - Program Year 2008
(July 1, 2007-June 30, 2008)**

Community College Name

- 1a. **Number of Basic Skill Certificates Issued to Community College Based Adult Literacy Program Enrollees.** Report the total number of basic skill certificates issued to adult learners enrolled in the community college based adult literacy program during Program Year 2008 (July 1, 2007-June 30, 2008). **This number should only include community college based adult literacy program enrollees. This number should not include** (1) basic skill certificates issued to persons who were not enrolled in the community college based adult literacy program such as corrections, secondary students, alternative high school, etc. The source document for completion of this table is the **TOPSpro report** titled *TOPSpro Certification Report*. The number of Writing Skill certificates issued will be reported by Cindy Burnside and Margie Ranch.

Table I

**Number of Basic Skill Certificates Issued to Community College Based
Adult Literacy Program Enrollees**

CASAS LEVEL	Reading	Mathematics	Listening
A	_____	_____	_____
B	_____	_____	_____
C	_____	_____	_____
D	_____	_____	_____

- 1b. **Number of Basic Skill Certificates Issued to Adult Learners/Students Enrolled in Other Literacy Programs:** Report the total number of basic skill certificates issued to adult learners/students enrolled in **other literacy programs** during Program Year 2008 (July 1, 2007-June 30, 2008). An example of adult learners enrolled in another literacy program would be a corrections literacy program where the enrollees are awarded basic skill certificates. Another example would be a cooperative program between a community college and secondary institution whereby the students are issued basic skill certificates such as an alternative high school program. The source document(s) for completion of this table could be the *TOPSpro Certification Report* or a report generated from another database. The number of Writing Skill certificates issued will be reported by Cindy Burnside and Margie Ranch. **Both Table 1 and Table 2 should only report unduplicated headcounts.** The sum of Tables 1 and 2 should total the number of basic skill certificates issued during Program Year 2008.

Table II

**Number of Basic Skill Certificates Issued to Adult Learners/Students
Enrolled in Other Literacy Programs**

CASAS LEVEL	Reading	Mathematics	Listening
A	_____	_____	_____
B	_____	_____	_____
C	_____	_____	_____
D	_____	_____	_____

- 2.a **Number of Adult High School Diplomas Issued:** Report all persons who were issued a community college based Adult High School Diploma by the community college during Program Year 2008. Do not include the number of GED diplomas issued. Do not report diplomas awarded to in school youth. Report only the number of diplomas awarded to out of school persons.

(Number Issued)

- 2.b **Number of Secondary High School Diplomas Issued:** Report all in school youth who were issued a traditional high school diploma by a local school district as a result of a cooperative agreement between the local school district and the community college. Include alternative high school diploma recipients. Do not include the number of GED diplomas issued. Do not include the total number of in school youth enrolled in the cooperative agreement program.

(Number Issued)

3. E-mail the completed form to Amy Vybiral at amy.vybiral@iowa.gov